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ABSTRACT

James Madison College of Michigan State University provides a 4-year, residentially-based program devoted to the study of major social, economic, and political policy problems. It offers 5 fields of concentration: (1) Ethnic and Religious Intergroup Relations Policy Problems; (2) International Relations Policy Problems; (3) Justice, Morality and Constitutional Democracy Policy Problems; (4) Socio Economic Regulatory and Welfare Policy Problems; and (5) Urban Community Policy Problems. The primary purpose of this Handbook is to assist the students and their advisors in planning individual academic programs. To this end, the Handbook includes detailed information on requirements for graduation, the composition and requirements of the 5 core curricula, and related programs available to students in the College. The Handbook also provides a fairly complete description of the College for use by high school counselors, prospective students, and other units of Michigan State University. This includes an explanation of the nature of the residential colleges, the unique multidisciplinary approach to social science instruction offered by the College, and other features of the College as an experimental program in undergraduate education. (AF)

A SMALL RESIDENTIAL COLLEGE

AT MICHIGAN STATE UNIVERSITY

James Madison College provides a four-year residentially based program devoted to the study of major social, economic and political policy problems. A primary objective of this semi-autonomous, experimental college is to combine the advantages of a small liberal arts college with the facilities of a major university. Harmonious integration between curricular and extra-curricular activities is encouraged by housing classrooms, cultural programs, student social and dormitory rooms, and faculty offices in a single residential-academic setting.

The small college atmosphere lends itself to an emphasis on teaching and to better relations between students and faculty. Seminars, tutorials, field work, team teaching, and independent study are the primary means of instruction in Madison College. Supplementing formal course work, the College provides a varied co-curricular program of guest speakers, films and panel discussions. Emphasis is placed on periodic counseling to aid students in planning individual programs and to solicit student views concerning the governing and development of the College. An older sense of a college as a *collegium* is intended; in modern adaptation, James Madison College is a community of mutually assisting scholars at various stages of individual development.

At the same time, James Madison students are full members of the Michigan State University student body. They share the benefits of all common programs and facilities -- a library of over one million volumes, the Student Union, intramural and intercollegiate athletics, lecture-concert programs, all-University student government and numerous extracurricular clubs -- and they take approximately half of their courses in other units of the University.

A POLICY PROBLEMS APPROACH TO SOCIAL SCIENCE

The curriculum of James Madison College supplies a multidisciplinary social science program for undergraduates by focusing on the major social, economic and political policy problems of contemporary society. It is "multidisciplinary" in that no claim is made of having achieved a new systematic theory as the basis for a new "policy science." Students elect one of several policy problem areas in which to concentrate their multidisciplinary studies. At present, five fields of concentration are offered:

1. Ethnic and Religious Intergroup Relations Policy Problems
2. International Relations Policy Problems
3. Justice, Morality and Constitutional Democracy Policy Problems
4. Socio-Economic Regulatory and Welfare Policy Problems
5. Urban Community Policy Problems

A distinguished faculty has been brought together from a number of related subject-matter fields: anthropology, economics, geography, history, philosophy, political science, psychology, sociology and methodology. Supplementing this faculty are visiting practitioners from public and private organizations associated with the policy-making process.

Students who successfully complete their course of study in James Madison College are awarded a Bachelor of Arts degree in social science. Although the curriculum is designed for liberal rather than specifically vocational education, the policy science approach offers preparation for many careers in such fields as journalism, business, law (pre-law followed by law school), secondary school and junior college teaching, voluntary association administration, and public service. Coordinate majors are available jointly with a number of other MSU departments and schools to ensure adequate preparation for post-graduate work in a related, primarily social science, discipline.

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THE
JAMES MADISON COLLEGE
STUDENT HANDBOOK

1970-71

Michigan State University
James Madison College
East Lansing, Michigan 48823

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HOW TO USE THIS HANDBOOK

The primary use of this Student Handbook is to assist James Madison College students and their advisors in planning individual academic programs. To this end it includes detailed information on requirements for graduation, composition of the Madison College core curricula, and related programs available to students in the College.

In addition to these functions the Handbook is intended to provide a fairly complete description of James Madison College for high school counsellors, prospective students, and other units of Michigan State University. Included are explanations of the nature of residential colleges, the unique multidisciplinary approach to social science instruction offered by Madison College, and other features of the College as an experimental program in undergraduate education.

The Handbook was designed in loose leaf fashion to accommodate changes in course offerings, College and University regulations, faculty, etc., as they arise. Pages of replacements and additions will be distributed for insertion when required.

A check list is provided with each field of concentration so that each student can keep a record of his own progress.

Please make every effort to preserve this Handbook as a permanent record of your academic progress. It is a good idea to bring it with you each time you visit with your academic advisor or seek advice in the Dean's Office.

ADMISSION TO JAMES MADISON COLLEGE

Requirements for admission to James Madison College are the same as those for admission to Michigan State University; incoming freshmen and transfer students who want to be enrolled in Madison College should notify the MSU Admissions Office of their preference of Madison College as a major. The Admissions Office will in turn send the student's application to Madison College for consideration. If there are still places available for that year, the student will be assigned to the College. It is advisable to apply as early as possible.

Madison College students are eligible for all appropriate scholarships and financial aid offered to MSU students. They pay the same tuition and fees as the other MSU students.

Transfer Students

Students wishing to transfer to MSU and Madison College from other colleges and universities should follow the above admission procedure. Their transcripts will be evaluated by the MSU Admissions Office and then passed on to Madison College where they will be considered for admission on an individual basis.

MSU freshmen or sophomores wishing to transfer to James Madison College must first obtain written permission from the Office of the Assistant Dean of Madison College. The written statement should then be taken to the college in which the student is currently enrolled to complete the process of transferring. Credits earned at MSU prior to transfer will be applied to Madison College requirements. Although admission applications of upper-classmen will be considered by Madison College on an individual basis, juniors and seniors are generally inadmissible because they will have missed a substantial part of the Madison College core curriculum.

JAMES MADISON COLLEGE
Requirements for Graduation

1. General Education. Completion of the Madison College approved program of general education courses in humanities, language and writing skills, natural science, and social science.
2. Health and Physical Recreation. Three hours required of all students in the University.
3. Social Science Methods. Completion of at least one course in methods of social science, either MC 205 or an approved alternative in another unit of the University. This should be taken in the freshman or sophomore year.
4. Foreign Language. The College has approved a change in its previously stated language requirement. Students currently enrolled in the College may choose either the former requirement which called for 1) attainment of second year University competency in a foreign language or 2) first year competency in a foreign language and completion of a minimum of nine credits in courses dealing with one related foreign area; or they may choose the new Cognate Option. Freshmen entering in 1970-71 should follow this revised requirement. They will be required to complete one of the following options:
 - a. attainment of second year competency in a foreign language.
 - b. satisfactory completion of six courses in foreign area study.
 - c. satisfactory completion of six courses in humanities.
 - d. satisfactory completion of six courses in methods applicable to the study of social science.
5. English Language Skill. At least one substantial (2500-4000 words for freshmen; 5000-7500 words for upperclassmen) documented paper must be written each year. The paper is usually written in conjunction with an acceptable course but it may be undertaken as independent study.
6. Supervised Field Experience. Fifteen credits for participation in an approved James Madison College field program.
7. Madison College Field of Concentration. Completion of one core program.
8. Total Credits. Completion of 180 credits, exclusive of 3 credits in physical education, with at least a 2.00 grade point average. Approximately 50% (90 credits) up to a maximum of 75% (135 credits) are to be earned in Madison College. Appropriate and reasonable flexibility for the application of this guideline will be the responsibility of the academic advisor.

JAMES MADISON COLLEGE CURRICULUM

Requirements for Graduation

General Education

To satisfy requirements for graduation from Michigan State University, James Madison College students receive a basic general education in the humanities and natural science as well as in social science. In their first year they take "Introduction to the Study of Policy Problems," a three-term sequence which serves to introduce the policy sciences curriculum and to fulfill the University-wide general education requirement in social science. They also enroll in Natural Science and in American Thought and Language or an approved alternative. During their sophomore year students receive instruction in Humanities. At present special sections of some of these courses are provided by the University College for Madison College students. As an experimental program, Madison College is concerned to retain its flexibility in providing general education. In accordance with the guideline that no more than half of the courses taken by Madison College students should be taken in other departments and units of the University, two of these general education courses will be obtained in the University at large and two in Madison College. Transfer students who have taken reasonable alternatives, will be accepted on an individual basis. All James Madison students, however, must complete the Introduction to the Study of Policy Problems sequence (MC 200, 201, 202).

Health and Physical Recreation

Madison College students share with all Michigan State University students a requirement for three hours of physical education. One hour must be HPR 105, Foundations of Physical Education; the other two hours may be in specific sports. Madison College students are encouraged to take all three hours during their freshman year.

Methodology

Some knowledge of quantitative research methods is a prerequisite to understanding modern social science data. All James Madison students take at least one course in methodology, normally in their freshman or sophomore year. This can either be the introductory methods course (MC 205) provided by the College or statistics and methodology courses available in other units of the University. The latter alternative is primarily offered for students pursuing coordinate majors in departments whose requirements include a methodology course. Most Madison College students will be expected to take MC 205. The College has a social science methods lab which students may use under the supervision of the lab's director, Dr. Raymond Cochrane. Transfer students who have already taken an appropriate course when they enter Madison College will be considered to have met the College requirement for one methods course.

Examples of acceptable alternatives to MC 205 are listed below. Students may select others in consultation with their academic advisor.

<u>Course</u>	<u>Credits</u>	<u>Title</u>
Economics 426	3	Introductory Mathematical Economics
Economics 451	3	Methods of Economic Research and Forecasting
Geography 415	4	Techniques of Field Research
Geography 427	3	Quantitative Methods in Geographic Research
Philosophy 380	3	Scientific Methodology
Philosophy 480	4	Philosophy of Science, Part I
Philosophy 481	4	Philosophy of Science, Part II
Philosophy 485	4	Philosophy of Social Sciences
Pol. Sci. 290	4	Methods of Political Research
Pol. Sci. 291	4	Methods of Political Research
Psychology 215	4	Introduction to Psychological Measurement
Psychology 315	3	Psychometric Methods
Social Science 210	4	Methods of Social Science I
Social Science 211	4	Methods of Social Science II
Sociology 492	5	Methods of Social Research
Statistics 201	4	Statistical Methods

Highly qualified Honors College students may wish to apply for admission to graduate-level courses in methodology, but they should first obtain the approval of their Madison College advisor.

Foreign Language or Cognate Option: Foreign Language, Area Studies, Humanities, and Social Science Methods.

The College has approved a change in its previously stated foreign language requirement. Students already enrolled in Madison College may continue their plan of study to meet that requirement or they may opt for the new Cognate. Freshmen entering the College in the 1970-71 academic year should follow the revised requirement. (The new requirement supersedes the one printed in the current MSU Catalogue.)

The old foreign language requirement stated students were to attain either 1) second year University competency in a foreign language, or 2) first year competency in a foreign language and completion of nine credits in courses dealing with one related foreign area. (A list of some, but not all, courses which can be taken to fulfill the related area requirement is included in last year's Student Handbook. Copies can also be obtained from the Main Office of the College, Room 369L South Case Hall.)

The new Cognate enables students to choose one of four options.

1. Attainment of second year competency in a foreign language; this may be met by satisfactory completion of University language courses or satisfactory performance on a placement exam. No credit toward graduation will be granted for completion via the placement exam.
2. Satisfactory completion of six courses in foreign area study. For this option, foreign area courses at MSU have been divided into seven categories: Asia, Africa, South America, Europe, Soviet Union, England, Comparative. This division does not observe all geographic or cultural areas because not every geographic or cultural area is extensively represented in the courses offered at MSU. (A suggestive rather than an inclusive listing of courses begins on p. 7 of this Handbook.)

To follow this option students must

- a. take six courses in one foreign area, or
- b. take three courses in each of two foreign areas.
- c. Only courses listed at three credits or above are acceptable.
- d. Courses should be selected by students in consultation with their academic advisor to provide an integrated, systematic program of study. In particular, it is expected that students should choose a program of study which does not include a disproportionate number of courses below the three hundred level.

3. Satisfactory completion of six courses in humanities. Humanities courses comprise anything in the Arts and Letters College except instruction in a foreign language. Instruction in the literature and culture of a foreign language could, of course, be counted as humanities courses, but since all of these courses have as prerequisites two years of a foreign language, anyone who would be able to take such courses would already have satisfied the new cognate. In addition to courses in the Arts and Letters College, courses in the Department of Humanities (beyond the 241-242-243 series) and in the Department of Theater are also acceptable.

Appropriate departments are:

- Art
- English
- French 341, 342, 343 (French Literature in translation)
- History
- Humanities 250a and 250b, 341
- Music
- Philosophy
- Romance Language 350, 351, 352 (Archaeology Courses)
- Russian 241, 242, 243 (Russian Literature in translation)
- Religion
- Theatre

The following stipulations apply:

- a. Courses selected by students should represent an integrated, systematic program of study and must have the written approval of their advisors. In particular, it is expected that students should choose a program of study which does not include a disproportionate number of courses below the three hundred level.
 - b. Only courses listed at three credits or above are acceptable.
4. Satisfactory completion of six courses in methods applicable to the study of social science. Students may choose from courses listed in the various units of the College of Social Science and in the Departments of Computer Science, Economics, Mathematics, Philosophy, Statistics and Systems Science.

The following stipulations apply:

- a. Courses selected by students should represent an integrated, systematic program of study and must have the written approval of their advisors. In particular, it is expected that students should choose a program of study which does not include a disproportionate number of courses below the three hundred level.
- b. Only courses listed at three credits or above are acceptable.

SUGGESTED FOREIGN AREA STUDY COURSES

The following list of courses is intended to give the student guidance in selecting courses to fulfill the foreign area study option. It is a suggested rather than an inclusive list; other courses may be chosen in consultation with the student's academic advisor.

ASIA

<u>Course</u>	<u>Credits</u>	<u>Title</u>
ANP 275	3	The Anthropology of Asia
Art 470	4	Art of India and Southeast Asia
Art 471	4	Art of China
Art 472	4	Art of Japan
GEO 450	3	Geography of Australia and Pacific Islands
GEO 461	3	Geography of Southern and Southwestern Asia
GEO 462	3	Geography of the Far East
HST 191	3	History of Asia
HST 192	3	History of Asia
HST 193	3	History of Asia
HST 250	4	Contemporary History of Europe and Asia
HST 293	4	The Far East: Its Peoples and Culture
HST 360	4	History of the Far East
HST 361	4	History of the Far East
HST 375	3	The Near East in the Modern World
HST 385	4	Intellectual History of Modern China
HST 386	4	Intellectual History of Modern Japan
HST 398	4	History of 20th Century China
HST 399	4	Rise of Chinese Communism
HST 485	4	Studies in Asian History
PLS 345	4	Political Institutions and Behavior in South East Asia
PLS 346	4	Governments of the Middle East
PLS 352	4	Political Institutions and Behavior in East Asia
PLS 353	4	Political Institutions and Behavior in South East Asia

AFRICA

ANP 281	3	The Africans and their Cultures
ANP 390		(IDC 390)
ANP 391		(IDC 391)
GEO 420	3	Geography of Africa
HST 393	4	African Civilizations
HST 394	4	Modern Colonial Africa
HST 483	4	Studies in African History

AFRICA (Continued)

PLS 347	4	African Politics
PLS 348	4	Major African Political Systems

SOUTH AMERICA

GEO 405	3	Geography of South America
GEO 406	3	Geography of Middle America
HST 317	5	Rise and Decline of the Latin American Empires
HST 318	5	Latin America in the National Period
HST 319	5	Latin America in World Affairs
PLS 350	4	The Governments and Politics of Latin America
PLS 351	4	Major Latin American Political Systems
ROM 210	3	Latin America: Its Peoples and Cultures
ROM 211	3	Latin America: Its Peoples and Cultures
ROM 212	3	Latin America: Its Peoples and Cultures
ROM 310	3	Latin America: Its Peoples and Cultures
ROM 311	3	Latin America: Its Peoples and Cultures
ROM 312	3	Latin America: Its Peoples and Cultures

EUROPE

GEO 440	3 or 5	Geography of Western Europe
GEO 441	3	Geography of Eastern and Southern Europe
HST 250	3	Contemporary History of Europe and Asia
HST 363	3	The Era of the French Revolution
HST 364	3	Europe from 1815 to 1870
HST 365	3	Europe from 1870 to 1914
HST 366	4	Europe in the Twentieth Century
HST 380	4	Modern France
HST 381	5	East European History to 1848
HST 382	5	East European History since 1848
HST 459	4	Studies in Central European History
HST 463	4	Studies in Modern European History
HST 464	4	Studies in Western European History
PLS 356	4	Western European Political Institutions and Behavior
PLS 357	4	European Political Institutions and Behavior
PLS 359	4	Eastern European Governments

SOVIET UNION

GEO 460	3	Geography of the Soviet Union
HST 367	5	Russian History
HST 368	5	Russian History
HST 369	5	The Russian Revolution and the New Order
HST 469	4	Studies in Russian History
PLS 358	4	Soviet Political Institutions and Behavior

ENGLAND

HST 343	4	History of England to 1472
HST 344	4	History of England from 1472 to 1688
HST 345	4	History of England 1688 to 1837
HST 346A	4	Victorian Britain 1837-1901
HST 346B	4	Britain in the Twentieth Century
HST 348	3	Constitutional and Legal History to 1485
HST 349	3	Constitutional and Legal History from 1485
HST 448	4	Studies in British History
HST 349	4	Politics of English Speaking Democracies

COMPARATIVE

HST 470	4	Studies in Comparative History
PLS 340	4	Theories of Comparative Politics
PLS 344	4	The Politics of Developing Areas
PLS 454	4	Special Topics in Comparative Politics
SOC 466	3	Cross-Cultural Relations in the Modern World

Students working for Secondary Teacher Certification may apply history courses taken to satisfy the cognate option to the 30 credit history minor in that program. However, such courses will have to meet the guidelines established by the History Department for the history minor.

Special Note for Potential Phi Beta Kappa Candidates. Madison College students whose grade-point average makes them eligible for election to Phi Beta Kappa should note that they must have achieved second-year university competency in a foreign language to qualify. Substitution of area courses for one year of language does not satisfy the Phi Beta Kappa requirements.

Annual Writing Requirement

Competency in writing is emphasized for all students assisted by the American Thought and Language program, by the accessibility of writing coaches, and by term paper and other writing assignments. It is further enhanced by the requirement that every James Madison College student complete at least one substantial documented paper annually. The length of the freshman paper (2500 to 4000 words) is normally shorter than the subsequent three (5000 to 7500 words); the number of words noted is intended to be a guide to what is expected rather than a literal stipulation. The paper is usually written in conjunction with an acceptable course--Madison College or other--but it may be undertaken as approved independent study.

The paper can be written on a variety of subjects. Most Madison students would probably prefer to write on some aspect of social science, theoretical or empirical. But the subject need not be limited to social science. Philosophical and historical studies as well as critiques of literary works are also possible. Descriptive works or original literary undertakings are not acceptable. The paper should be a well-documented and carefully reasoned piece of writing which makes use of pertinent data and readings. The student should follow an acceptable and consistent form utilizing any standard stylistic guide to research writing.

The topic for the paper and the instructor under whom it is being written must be registered in the Office of the Assistant Dean. At the time this is done, usually within the first few weeks of Spring Term, forms are given to the student to be signed by the supervising instructor upon satisfactory completion of the project and returned by him to the Office of the Assistant Dean. Acceptability of the paper is certified by the supervising instructor. The paper may be submitted any time during the year but is due by the last day of classes in Spring Term.

Three preparatory items should be submitted to the student's advisor: (1) a one-page prospectus covering the aims and methods of

analysis of the paper; (2) a tentative outline; and (3) a preliminary bibliography. The exact date for submitting these three items is left to the discretion of the individual instructor. Each student should plan his own calendar to provide personal deadlines for specific portions of the assignment. He should allow ample time for extensive reading, consultation with advisors, writing, rewriting, typing and making corrections. Except for emergency extensions approved by the Assistant Dean, failure to comply by the deadline will result in Academic Probation or withdrawal from the College.

The papers will be graded "Superior," "Satisfactory," or "Unsatisfactory." Authors and titles of outstanding papers will be published in the Madison Notes.

The list of James Madison College faculty and their specialties in this Handbook may be helpful in selecting an advisor. Students are reminded, however, that it is not necessary to choose Madison College instructors; other Michigan State University faculty may agree to supervise a suitable writing project.

Writing coaches are available for tutoring during office hours and by appointment. Their function is not to direct or approve projects but to give assistance on the techniques of research and writing.

Field Experience Program

The Field Experience Program is a required and integral part of the curriculum of the College aimed at enriching the academic offerings of the College by bringing students into direct contact with practical situations. All students enroll in MC 390, Field Experience, for one term of their junior or senior year. Ordinarily this is done during the Spring Term of the junior year but placements during other periods are sometimes available. The student receives 15 credits, the equivalent of one full term, for his field experience.

Field assignments are individually tailored wherever possible by the Director of the Field Experience Program in consultation with the student and his advisor, to assure academic merit and relevance to the

student's field of concentration and his educational goals. Lists of opportunities for field experience are kept in the Office of the Director of the Field Experience Program, 354 and 355 South Case Hall, and in the Madison Library. These include placements in both public and private organizations, in Michigan and elsewhere. The proximity to Lansing provides many opportunities close at hand, making it possible for students to continue to live in Case Hall while on their field experience. For those who go to Washington, D.C., New York or elsewhere it is assumed that the basic budget required for residence in Case Hall can be applied to living in another city. In some cases a small stipend will be provided to cover additional expenses.

A peripheral benefit of the field experience program is that it helps acquaint students with career opportunities in their fields of study.

Students are required to consult with their faculty advisors and with the Director of the Field Experience Program early in the Fall Quarter of their junior year to make plans for their field experience. They must then complete the Field Experience Information Form, obtainable from the Director's Office, and have their advisor complete a Field Experience Recommendation, obtainable from the same office. Both are returned to the Director's Office and appointments then set up with the students to plan their field experience.

For students interested in obtaining a teaching certificate the field experience may be used for student teaching. Two options apply:

1. Enroll in both the field experience and student teaching separately. In this case they would earn 15 credits for student teaching and 15 credits for field experience.
2. Enroll in the normal one quarter student teaching program which would be expanded to include an appropriate policy focus, for example, teaching in inner city schools. For this they would earn 15 credits in student teaching as well as satisfying the Madison field experience requirement. In addition to the normal student teaching requirement, students would also be concerned with observing school level policy making, i.e. curricula development and relations with the community and organized teachers' groups.

All students should be sure to pre-register for Field Experience during final exam week of the term prior to the start of their field experience since in many cases they would not be on campus during the regular registration period. It is not possible to take any other courses while enrolled in MC 390.

A journal of their field experience is to be kept by all students and turned into the Director of the Field Experience Program by the end of the second week of the first term in residence following the field experience. It should include analyses and evaluation as well as diary-type notations for it will represent the basic written data upon which the senior seminars will be built. The journal, may be used to meet the Annual Writing Requirement as long as it satisfies the criteria of that requirement. (See Section on Annual Writing Requirement.) If reworking the journal for the Annual Writing Requirement necessitates exceeding the deadline for turning in the journal, permission for deferment can be obtained from the student's academic advisor.

Fields of Concentration

At present Madison College is offering five fields of concentration, each focusing on a specific policy problem area. Students choose one of these fields as a focus for their study of the social sciences. The fields are

1. Ethnic and Religious Intergroup Relations Policy Problems
2. International Relations Policy Problems
3. Justice, Morality and Constitutional Democracy Policy Problems
4. Socio-Economic Policy Problems
5. Urban Community Policy Problems

The fields are multidisciplinary in approach and drawn from courses in the University at large as well as in Madison College. The core of each program consists of a sophomore-level introduction to the contemporary policy issues of the particular field, a middle set of courses which draw upon the contributions of related disciplines, and a senior-level re-examination of selected policy issues in light of the student's field experience.

As terminal programs leading to the bachelor's degree, these fields offer a valuable basis for a liberal education. Coupled with more specialized coursework the policy problems curricula provide appropriate preparation for graduate or professional study in the social sciences and related disciplines.

All Madison College students are asked to declare a field of concentration at the end of their freshman year so that a careful plan of progression from the sophomore year to graduation can be established. To do this they fill out a Declaration of Field of Concentration Form and return it to the Office of the Assistant Dean. Each student is then assigned a faculty advisor whose professional competencies are in the student's chosen field. If at any time a student wishes to change his field of concentration, he can do so by filling out a new Declaration of Field of Concentration Form, obtainable from his faculty advisor, and taking the Form to the Office of the Assistant Dean. He is then assigned an advisor who is teaching in his new field.

Electives

Hours remaining after meeting the requirements of a field of concentration and the basic college requirements are free for student election. Some students may want to use these electives to earn a teaching certificate, pursue a coordinate major or merely satisfy interests in areas other than social science. Electives may be taken in Madison College or elsewhere in the University.

ETHNIC AND RELIGIOUS INTERGROUP RELATIONS POLICY PROBLEMS

The objective of this curriculum is to assist students in developing an understanding of historical and current ethnic and intergroup relations as critical problems confronting American society as well as to acquaint them with the international and national dimensions of race, ethnicity and religion. Some students may be largely oriented to the search for policy solutions while others may be more interested in the problems of scholarly comprehension and analysis. Ideally, these goals will be complementary, and the curriculum should be able to assist students toward achieving either or both objectives in providing a useful focus for pursuing multidisciplinary studies in social science.

This program can provide a useful preparation for students hoping to become teachers, writers, and intergroup relations specialists in government, organized labor, industry, and private philanthropic organizations.

Requirements for the Degree

1. Completion of the Madison College requirements for a B.A. in social science as listed on page two of this Handbook.
2. Completion of the following Field of Concentration requirements:
 - a. All of the following courses:
 - MC 280 Introduction to the Study of Intergroup Relations
 - MC 281 Immigration, Assimilation and Pluralism
 - MC 380 Social Politics of Intergroup Relations
 - MC 381 Intergroup Relations and the Law
 - MC 382 Religion and Intergroup Relations
 - MC 385 Black Protest Thought
 - MC 480 Case Studies in Intergroup Relations
 - b. Twenty-four credits selected in consultation with the academic advisor from any three of the following related areas. Students officially pursuing a coordinate major in one of these areas may select courses in two rather than three fields. No more than three courses should be below the 300 level.

Anthropology, Communications, Economics, Geography, History, Philosophy, Political Science, Psychology, Religion, Sociology.
3. Free electives to complete the 180 hours (exclusive of HPR) required for graduation, MC 383 is strongly recommended.

TYPICAL CURRICULUM FOR STUDENTS IN
ETHNIC AND RELIGIOUS INTERGROUP RELATIONS POLICY PROBLEMS

<u>FRESHMAN YEAR</u>	<u>CREDITS</u>
MC 200-201-202 Introduction to the Study of Policy Problems	12
MC 111-112-113 ATL or equivalent	9
NS 191-192-193 Natural Science	12
HPR 105 and 2 HPR electives	3
Cognate Option)	
Methods (MC 205 or substitute))	9
Electives)	
	<hr/> 45

<u>SOPHOMORE YEAR</u>	
MC 280 Study of Intergroup Relations	4
MC 281 Immigration, Assimilation and Pluralism	4
MC 385 Black Protest Thought	4
HUM 241-242-243 Humanities	12
Cognate Option or electives or)	
Methods (if not taken in freshman year))	16
Related Area Courses	8
	<hr/> 48

<u>JUNIOR YEAR</u>	
MC 380 Social Politics of Intergroup Relations	4
MC 381 Intergroup Relations and the Law	4
MC 382 Religion and Intergroup Relations	4
Related Area Courses	8
Field Experience (normally taken Spring Term)	15
Cognate Option or)	
Electives (MC 383 Jews, Anti-Semitism and Intergroup Relations is highly recommended))	10
	<hr/> 45

<u>SENIOR YEAR</u>	
MC 480	5
Related Area Courses	8
Cognate Option (if not already completed), or)	32
Electives)	
	<hr/> 45

Total 183

CHECK LIST

ETHNIC AND RELIGIOUS INTERGROUP RELATIONS POLICY PROBLEMS

General Education

MC (ATL)	111 _____	Approved	_____	NS	191 _____
	112 _____	Alternative	_____		192 _____
	113 _____		_____		193 _____
HUM	241 _____	HPR 105	_____		
	242 _____	HPR	_____		
	243 _____	HPR	_____		
MC	200 _____	MC 205	_____	Approved	
	201 _____			Alternative	_____
	202 _____				

Cognate Option (Four options are available: 1) foreign language
2) foreign area study; 3) humanities; 4) methods)

Option _____

NOTE TO PROSPECTIVE TEACHERS:

1. General education credits must total 60 for certification.
2. History courses taken to satisfy the liberal arts cognate may be used to meet part of the 30 credit history minor as long as the courses meet the guidelines established by the Department of History for the minor.

Core Program

MC 280 _____	MC 380 _____	MC 385 _____	MC 480 _____
281 _____	381 _____		
	382 _____		

Twenty-four credits in three related areas; no more than 3 courses can be below the 300 level.

Area I	Area II	Area III
_____	_____	_____
_____	_____	_____
_____	_____	_____

NOTE TO PROSPECTIVE TEACHERS:

1. No history courses can be included in related area courses.
2. You must take 3 additional credits in social science so that the core program which is your social science teaching major will have 60 credits.

MC 390 (Field Experience)

Description _____

Annual Paper

Fresh. _____ Title: _____

Soph. _____ Title: _____

Jr. _____ Title: _____

Sr. _____ Title: _____

ADDITIONAL REQUIREMENTS FOR PROSPECTIVE TEACHERS

1. Education Courses:

ED 200 _____ ED 436 _____

ED 327 _____ ED 450 _____

2. Thirty credits in History

8 credits are to be taken from two consecutive courses selected from the following:

HST 103 _____ HST 105 _____ HST 121 _____
HST 104 _____ HST 106 _____ HST 122 _____

(Juniors may take instead 8 credits in 300-400 level courses.)

Elective in U.S. at 300-400 level _____

Elective in European at 300-400 level _____

Other electives (4-8 credits): _____

CREDITS REQUIRED FOR GRADUATION - 180 (+3 HPR Credits)

Total Credits Taken in Madison College (90 - 135 credits) _____

Total Credits Taken in other MSU courses (45 - 90 credits) _____

Related Area Courses and Recommended Electives - These are meant to serve only as a guide for selecting additional courses. The list does not exhaust the legitimate electives available.

Anthropology:

- 171 Introduction to Anthropology
- 281 The Africans and Their Cultures
- 419 North American Indian Culture
- 434 Ethnic Minorities Around the World
- 463 Social Anthropology
- 464 Religion and Culture

African Languages:

- 420 African Contributions to Literary Tradition

Economics:

- 200 Introduction to Economics
- 201 Introduction to Economics
- 305 Industrial Relations and Trade Unionism
- 320 Income and Employment Theory
- 380 Urban Economics
- 390 Economics of Poverty
- 455 Public Policy and Labor Relations
- 456 Economics of Social Security
- 457 Manpower Economics

Education:

- 200 Individual and the School
- 200A Educational Psychology

History:

- 121 History of the United States: The Federal Union
- 122 History of the United States: The Nation State
- 309 The Negro on the Americas: Varieties of Slavery
- 310 The Negro in the United States: Since Emancipation
- 325 The Intellectual History of the United States
- 326 The Intellectual History of the United States
- 327 The Intellectual History of the United States
- 334 The American Civil War
- 335 The United States, 1865-1900
- 393 African Civilizations
- 394 Modern Colonial Africa

Home Management and Child Development:

- 261 Human Development in the Family

Interdisciplinary Courses:

- 390 Survey of Subsaharan Africa
- 391 Survey of Subsaharan Africa
- 400V Race, Poverty and Education

James Madison College:

- 215 Utopia and the Quest for Social Progress
- 230 Education and Poverty
- 251 Contemporary American City
- 375 Social Ethics
- 383 Jews, Anti-Semitism and Intergroup Relations
- 452 Urban Economics

Philosophy:

- 155 Philosophical Problems of Religious Belief
- 231 Classical Ethical Theories
- 315 American Philosophy
- 355 Philosophy of Religion
- 360 Philosophy of Law

School of Criminal Justice:

- 318 The Police and Community Relations

Political Science:

- 301 American State Government
- 302 American Urban Government
- 310 Public Bureaucracy in the Policy Process
- 322 Constitutional Politics
- 324 The American Legislative Process
- 331 American Political Parties and Elections
- 332 Interest Groups in the Political Process
- 336 Black Political Movements
- 337 Race and Politics in America
- 347 African Politics
- 370-372 Classics of Political Thought
- 377 American Political Thought
- 378 American Political Thought

Psychology:

- 225 Psychology of Personality
- 335 Principles of Social Psychology
- 425 Abnormal Psychology

Religion:

- 201 Comparative Religion
- 401 Christian Ethics and Society
- 410 Religion in American Culture

Sociology:

- 160 Contemporary Social Problems
- 241 Introduction to Sociology
- 351 Social Psychology
- 429 Urban Sociology
- 431 Comparative Urban Sociology
- 433 Minority Peoples
- 443 Personality and Social Structure
- 448 Small Group Interaction
- 452 Collective Behavior
- 466 Cross-Cultural Relations in the Modern World
- 471 Modern American Society
- 473 Culture and Personality

INTERNATIONAL RELATIONS POLICY PROBLEMS

The major objective of this field of concentration is to turn out educated men and women who can also qualify for professional careers in various public and private agencies concerned with international affairs. The policy focus of the curriculum is on problems of war and peace, ideologies and political and economic development, these being considered the major areas of importance to policy makers in the decades ahead. Courses offered will give the student an understanding of the components of the decision-making process in foreign affairs, and should develop his competence in related geographical and functional areas.

Requirements for the Degree

1. Completion of the Madison College requirements for a B.A. in social science as listed on page two of the Handbook.
2. Completion of the following requirements for this field of concentration.
 - a. Courses required in sophomore year:
Geography 204 (World Regional Geography)
Anthropology 171 (Introduction to Anthropology)
Madison College 220 (The International Society)
 - b. Three of the following:
MC 320 Political Stability and Modernization
MC 322 Impact of Religious Movements on Public Policy
MC 324 Natural Resources and Social Institutions
MC 326 Human Problems in Social Change
MC 328 Revolutionary Change: Theories, Principles, Cases
 - c. All of the following:
MC 420 Case Studies in International Relations
MC 422 Problems in Establishing World Order
MC 424 International Conflict and the Future of Man
 - d. A minimum of 24 credits from any three of the following related areas chosen in consultation with the academic advisor. Students officially pursuing a coordinate major in one of these areas may take courses in two rather than three fields. No more than three courses should be below the 300 level.

Agricultural Economics, Anthropology, Communications, Economics, Geography, History, Philosophy, Political Science, Psychology, Religion, Sociology.
3. Free electives to complete the 180 hours (exclusive of HPR) required for graduation.

TYPICAL CURRICULUM FOR STUDENTS IN
INTERNATIONAL RELATIONS

<u>FRESHMAN YEAR</u>	<u>CREDITS</u>
MC 200-201-202 (Introduction to the Study of Policy Problems	12
MC 111-112-113 (ATL or equivalent)	9
NS 191-192-193 (Natural Science)	12
HPR 105 and 2 HPR electives	3
Cognate Option)	
Methods (MC 205 or substitute))	9
Electives)	
	<u>45</u>
<u>SOPHOMORE YEAR</u>	
HUM 241-242-243 Humanities	12
GEO 204 World Regional Geography	4
ANP 171 Introduction to Anthropology	4
MC 220 - International Society	4
Related Area Courses	8
Cognate Option or electives or)	
Methods (if not taken in freshman year))	16
	<u>48</u>
<u>JUNIOR YEAR</u>	
Three of the following courses:	
MC 320--Political Stability and Modernization)	
MC 322--Impact of Religious Movements on Public Policy)	
MC 324--Natural Resources and Social Institutions)	12
MC 326--Human Problems in Social Change)	
MC 328--Revolutionary Change: Theories, Principles, Cases)	
Related Area Courses	8
Field Experience (normally taken Spring Term)	15
Cognate Option or electives	<u>10</u>
	<u>45</u>
<u>SENIOR YEAR</u>	
MC 420 - Case Studies in International Relations	5
MC 422 - Problems in Establishing World Order	4
MC 424 - International Conflict and the Future of Man	4
Related Area Courses	8
Cognate Option (if not already completed) or electives	<u>15</u>
	<u>45</u>
Total	183

CHECK LIST

INTERNATIONAL RELATIONS POLICY PROBLEMS

General Education

MC (ATL) 111	_____	Approved	_____	_____	NS 191	_____
112	_____	Alternative	_____	_____	192	_____
113	_____		_____	_____	193	_____

HUM	241	_____	HPR 105	_____
	242	_____	HPR	_____
	243	_____	HPR	_____

MC	200	_____	MC 205	_____	Approved	_____
	201	_____			Alternative	_____
	202	_____				

Cognate Option (Four options are available: 1) foreign language;
2) foreign area study; 3) humanities; 4) methods)

Option _____

_____	_____	_____	_____
_____	_____	_____	_____

NOTE TO PROSPECTIVE TEACHERS:

1. General education credits must total 60 for certification.
2. History courses taken to satisfy the liberal arts cognate may be used to meet part of the 30 credit history minor as long as the courses meet the guidelines established by the Department of History for the minor.

Core Program

GEO 204 _____
ANT 171 _____
MC 220 _____

All of the following:

MC 420 _____
MC 422 _____
MC 424 _____

Three of the following:

MC 320 _____ MC 326 _____
MC 322 _____ MC 328 _____
MC 324 _____

Twenty-four credits in three related areas; no more than 3 courses can be below the 300 level.

Area I	Area II	Area III
_____	_____	_____
_____	_____	_____
_____	_____	_____

NOTE TO PROSPECTIVE TEACHERS:

1. No history courses can be included in related area courses.

MC 390 (Field Experience)

Description _____

Annual Paper

Fresh. _____ Title: _____
Soph. _____ Title: _____
Jr. _____ Title: _____
Sr. _____ Title: _____

ADDITIONAL REQUIREMENTS FOR PROSPECTIVE TEACHERS

1. Education Courses:

ED 200 _____ ED 436 _____
ED 327 _____ ED 450 _____

2. Thirty credits in History

8 credits are to be taken from two consecutive courses selected from the following:

HST 103 _____ HST 105 _____ HST 121 _____
HST 104 _____ HST 106 _____ HST 122 _____

(Juniors may take instead 8 credits in 300-400 level courses.)

Elective in U.S. at 300-400 level _____

Elective in European at 300-400 level _____

Other electives (4-8 credits): _____

CREDITS REQUIRED FOR GRADUATION - 180 (+3 HPR Credits)

Total Credits Taken in Madison College (90 - 135 credits) _____

Total Credits Taken in other MSU courses (45 - 90 credits) _____

Related Area Courses and Recommended Electives - These are meant to serve only as a guide for selecting additional courses. The list does not exhaust the legitimate electives available.

Agricultural Economics:

- 462 World Agriculture and Economic Development

Anthropology:

- 434 Ethnic Minorities Around the World
- 463 Social Anthropology
- 464 Religion and Culture
- 466 Cross-Cultural Relations in the Modern World
- 469 Cultural Areas of the World
- 473 Culture and Personality
- 474 Culture and Economic Behavior
- 475 Culture and Political Behavior

Economics:

- 200 Introduction to Economics
- 201 Introduction to Economics
- 360 Economies of Selected Areas
- 427 International Trade and Finance
- 430 Stagnation and Development in Emerging Societies
- 431 Principal Issues in Promoting Economic Development
- 434 Comparative Economic Systems

Geography:

- 213 Economic Geography
- 308 Geography of World Trade and Transportation
- 318 Cities of the World
- 320 Geography of World Population
- 405 Geography of South America
- 406 Geography of Middle America
- 416 Political Geography
- 420 Geography of Africa
- 441 Geography of Eastern and Southern Europe
- 450 Geography of Australia and Pacific Islands
- 460 Geography of the Soviet Union
- 461 Geography of Southern and Southwestern Asia
- 462 Geography of the Far East

History:

- 306 History of American Foreign Policy
- 307 History of American Foreign Policy
- 319 Latin America in World Affairs
- 339 History of International Relations: 1848-1890
- 340 History of International Relations: 1890-1919
- 341 History of International Relations: 1919-Present

Philosophy:

- 311 Indian Philosophy
- 312 Chinese Philosophy
- 360 Philosophy of Law
- 365 Philosophy of the State
- 424 Contemporary Continental Philosophy

Political Science:

- 335 Comparative Parties and Pressure Groups
- 340 Theories of Comparative Politics
- 344 The Politics of Developing Areas
- 345 Political Institutions and Behavior in South Asia
- 346 Governments of the Middle East
- 347 African Politics
- 348 Major African Political Systems
- 349 Politics of English Speaking Democracies
- 350 The Governments and Politics of Latin America
- 351 Major Latin American Political Systems
- 352 Political Institutions and Behavior in East Asia
- 353 Political Institutions and Behavior in Southeast Asia
- 356 Western European Political Institutions and Behavior
- 357 European Political Institutions and Behavior
- 358 Soviet Political Institutions and Behavior
- 359 Eastern European Governments
- 362 Theory and Practice of Foreign Policy
- 363 International Law
- 364 International Organization
- 365 The United States in World Affairs
- 367 Foreign Policies of Major Powers
- 375 Theory and Practice of International Communism
- 376 Theory and Practice of International Communism

Psychology:

- 151 General Psychology
- 436 Psychology of Communication and Persuasion

Religion:

- 201 Comparative Religion
- 345 Religions of China
- 346 Religions of Japan
- 441 Hinduism
- 442 Buddhism
- 443 Islam

Sociology:

- 351 Social Psychology
- 359 The Sociology of Mass Communication
- 420 Dynamics of Population
- 422 Political Sociology
- 431 Comparative Urban Sociology
- 438 Sociology of Developing Societies
- 466 Cross-Cultural Relations in the Modern World
- 473 Culture and Personality

JUSTICE, MORALITY, AND CONSTITUTIONAL DEMOCRACY

This curriculum focuses on fundamental questions of value theory concerning man as an individual and as a member of civil society. In today's world there is a general recognition that descriptive and analytical empirical science has been emphasized at the expense of ethical disciplines. The present curriculum takes as its point of departure morality, political science, and law which are inescapably concerned with values. Hence, while the descriptive component of policy science is included, it is made subordinate to the normative component. The student takes work in the social sciences where he is given an empirical foundation for his courses in human values, social ethics and theories of justice. These latter courses provide the distinctive essence of the present curriculum and should give the student a more complete understanding of the ethical component in policy decision.

Students may augment their programs by taking courses in or pursuing coordinate majors in fields such as history, philosophy, political science, psychology, religion, and sociology. This program is recommended for students interested in pre-law and others desiring a broad, liberal arts education leading to a career in which rational and judicious decision-making is an important component.

Requirements for the Degree

1. Completion of the Madison College requirements for a B.A. in social science as listed on page two of this Handbook.
2. Completion of the following requirements for this field of concentration.
 - a. All of the following:
 - MC 270-271 Legal and Political Theory I and II
 - MC 273-274 Social Problems and Human Values I and II
 - MC 374 Theories of Justice
 - MC 375 Social Ethics
 - MC 470 Case Studies in Justice, Morality and Constitutional Democracy.
 - b. Twenty-four credits, selected in consultation with the academic advisor, from any three of the following related areas. Students officially pursuing a coordinate major in one of these areas may select courses in two rather than three fields. No more than three courses should be below the 300 level. Anthropology, Communications, Economics, Geography, History, Philosophy, Political Science, Psychology, Religion, Sociology.
3. Free electives to complete the 180 hours (exclusive of HPR) required for graduation.

TYPICAL CURRICULUM FOR STUDENTS IN
JUSTICE, MORALITY, AND CONSTITUTIONAL DEMOCRACY POLICY PROBLEMS

<u>FRESHMAN YEAR</u>	<u>CREDITS</u>
MC 200-201-202 Introduction to the Study of Policy Problems	12
MC 111-112-113 ATL or equivalent	9
NS 191-192-193 Natural Science	12
HPR 105 and 2 HPR electives	3
Cognate Option)	
Methods (MC 205 or substitute))	9
Electives)	
	<u>45</u>
<u>SOPHOMORE YEAR</u>	
HUM 241-242-243 Humanities	12
MC 270-271 Legal and Political Theory I and II	8
MC 273-274 Social Problems and Human Values I and II	8
Cognate Option and)	
Methods (if not taken in freshman year))	13
Related Area Courses	<u>8</u>
	<u>49</u>
<u>JUNIOR YEAR</u>	
MC 374 Theories of Justice	4
MC 375 Social Ethics	4
Related Area Courses	8
Cognate Option or)	
Electives (MC 370-371 are highly recommended))	14
Field Experience (normally taken Spring Term)	<u>15</u>
	<u>45</u>
<u>SENIOR YEAR</u>	
MC 470 Case Studies in JMCD	5
Related Area Courses	8
Electives or)	
Cognate Option (if not already completed))	22
	<u>45</u>
Total	183

CHECK LIST

JUSTICE, MORALITY, AND CONSTITUTIONAL DEMOCRACY

General Education

MC (ATL)	111	_____	Approved	_____	_____	NS	191	_____
	112	_____	Alternative	_____	_____		192	_____
	113	_____		_____	_____		193	_____
HUM	241	_____	HPR 105	_____				
	242	_____	HPR	_____				
	243	_____	HPR	_____				
MC	200	_____	MC 205	_____		Approved		
	201	_____				Alternative		_____
	202	_____						

Cognate Option (Four options are available: 1) foreign language;
2) foreign area study; 3) humanities; 4) methods)

Option _____

NOTE TO PROSPECTIVE TEACHERS:

1. General education credits must total 60 for certification.
2. History courses taken to satisfy the liberal arts cognate may be used to meet part of the 30 credit history minor as long as the courses meet the guidelines established by the Department of History for the minor.

Core Program

MC 270	_____	MC 374	_____
271	_____	375	_____
273	_____	470	_____
274	_____		

Twenty-four credits in a related area:

Area I	Area II	Area III
_____	_____	_____
_____	_____	_____
_____	_____	_____

NOTE TO PROSPECTIVE TEACHERS:

1. No history courses can be included in related area courses.
2. You must take 3 additional credits in social science so that the core program which is your social science teaching major will have 60 credits.

MC 390 (Field Experience)

Description _____

Annual Paper

Fresh. _____ Title: _____
Soph. _____ Title: _____
Jr. _____ Title: _____
Sr. _____ Title: _____

ADDITIONAL REQUIREMENTS FOR PROSPECTIVE TEACHERS

1. Education Courses:

ED 200 _____ ED 436 _____
ED 327 _____ ED 450 _____

2. Thirty credits in History

8 credits are to be taken from two consecutive courses selected from the following:

HST 103 _____ HST 105 _____ HST 121 _____
HST 104 _____ HST 106 _____ HST 122 _____

(Juniors may take instead 8 credits in 300-400 level courses.)

Elective in U.S. at 300-400 level _____
Elective in European at 300-400 level _____
Other electives (4-8 credits): _____

CREDITS REQUIRED FOR GRADUATION - 180 (+3 HPR Credits)

Total Credits Taken in Madison College (90 - 135 credits) _____

Total Credits Taken in other MSU courses (45 - 90 credits) _____

Related Area Courses and Recommended Electives - These are meant to serve only as a guide for selecting courses. The list does not exhaust the legitimate electives available.

Economics:

- 200 Introduction to Economics
- 201 Introduction to Economics
- 210 Fundamentals of Economics
- 252H Aggregative Economics and Public Policy
- 421 Economic Thought I
- 422 Economic Thought II
- 434 Comparative Economic Systems
- 444 Private Enterprise and Public Policy

History:

- 121 History of the U.S. - The Federal Union
- 122 History of the U.S. - The Nation State
- 331 The History of Colonial America, 1607-1750
- 332 The American Revolution and Constitution, 1750-1789
- 333 Era of Jefferson and Jackson
- 335 The United States, 1865-1900
- 336 Recent American History
- 348 Constitutional and Legislative History of England to 1485
- 349 Constitutional and Legislative History of England to 1485

James Madison College:

- 215 Utopia and the Quest for Social Progress
- 218 Contemporary Ideologies
- 370-371 Legal System I and II

Philosophy:

- 130 Introduction to Ethics
- 137 Introduction to the Principles of Right Reason
- 231 Classical Ethical Theories
- 337 Formal Logic, Part I
- 338 Formal Logic, Part II
- 339 Formal Logic, Part III
- 360 Philosophy of Law
- 365 Philosophy of the State

Political Science:

- 100 American National Government
- 320 The American Judicial Process
- 321 Constitutional Politics
- 322 Constitutional Politics
- 324 The American Legislative Process
- 331 American Political Parties and Elections
- 335 Comparative Parties and Pressure Groups
- 370-372 Classics of Political Thought
- 373 Theory and Practice of International Communism
- 376 Theory and Practice of International Communism
- 377 American Political Thought
- 378 American Political Thought

Psychology:

- 215 Introduction to Psychological Measurement
- 335 Principles of Social Psychology

Religion:

- 401 Christian Ethics and Society
- 410 Religion in American Culture

Sociology:

- 241 Introduction to Sociology
- 351 Social Psychology (or PSY 335)
- 422 Political Sociology
- 438 Sociology of Developing Societies
- 445 Social Knowledge in the Modern World
- 471 Modern American Society

SOCIO-ECONOMIC POLICY PROBLEMS

The object of this curriculum is to provide students with a liberal education in economics, sociology and related social sciences to prepare them for graduate study or for professional careers in business, government, labor unions, welfare organizations, and voluntary associations.

A systematic study of policy in this field does not require an elaborate rationale: the pervasiveness of economic forces in all societies and the contribution economic analysis can make to our understanding of a variety of crucial problem areas, including unemployment, poverty, economic growth, the concentration of economic power, aid to developing countries and race relations is a basic justification. Moreover, sociology, psychology and related disciplines also have a contribution to make to an understanding of these problems as well as to an examination of the role of the family in modern society, the problems of crime and juvenile delinquency and the problems of welfare policy.

Students who select this field of concentration have the option of emphasizing either problems of economic policy or problems of social welfare policy. The curriculum specifically takes account of both these sub-fields. Students interested in the economics sub-field obviously take a heavier concentration of economics courses than do students in the social welfare sub-field who focus more on coursework in sociology, psychology, political science and social welfare policy.

Required courses have been kept to a minimum to provide the widest possible opportunity for the selection of electives. Students who choose the economics sub-field should be aware that EC 324 (The Price System) is an important course for all serious students of economics and they will be strongly advised to elect it. Moreover, the stated requirements in mathematics and statistics are only the bare minimum needed for achieving competence in the field. Students will be strongly advised to take electives in mathematics and statistics since a weakness in these two areas produces great difficulties in gaining admission to graduate school

in economics or in making effective progress at the graduate level.

While mathematical and statistical competence is less important for students specializing in social welfare policy, they should consider taking electives in these areas. Moreover, serious students in this field should take electives in social stratification, criminology, social deviance, the role of the family and the principles of social work, for an understanding of these areas is vital in examining America's social problems.

Requirements for the Degree

1. Completion of the Madison College requirements for a B.A. in social science as listed on page two of this Handbook.
2. Completion of one of the following options in the Socio-Economic Policy Problems field of concentration.
 - a. Economic Problems option:
 - MC 240 Applications of Economic Policy Analysis
 - MC 341 Manpower Policy Problems and Institutions
 - MC 343 Population Problems in a Changing America
 - MC 346 The Poor and Disadvantaged in Industrial Societies
 - MC 440 Case Studies in Economic and Social Policy Problems
 - MC 444 National Economic Policy and the Political Process
 - EC 200-201 Introduction to Economics
 - EC 305 Industrial Relations and Trade Unionism
 - EC 318 Money, Credit and Banking
 - EC 320 Income and Employment Theory
 - EC 444 Private Enterprise and Public Policy
 - PLS 331 American Political Parties and Elections
 - PLS 332 Interest Groups and Political Movements
 - SOC 241 Introduction to Sociology
 - STT 201 Statistical Methods
 - b. Social Welfare option:
 - MC 240 Applications of Economic Policy Analysis
 - MC 341 Manpower Policy Problems and Institutions
 - MC 343 Population Problems in a Changing America
 - MC 346 The Poor and Disadvantaged in Industrial Societies
 - MC 440 Case Studies in Economic and Social Policy Problems
 - MC 443 National Social Policy and the Political Process
 - EC 200-201 Introduction to Economics
 - PLS 332 Interest Groups and Political Movements
 - PSY 151 General Psychology or PSY 200 (Principles of Behavior)
 - SOC 241 Introduction to Sociology

b. Social Welfare option (continued)

In addition, students must choose three courses from those courses listed for the following departments: Economics, Political Science, Psychology, Social Work, Sociology. It is recommended that students choose at least two of of their three courses from one department to provide a systematic grounding in one disciplinary area. Also, students who are pursuing a coordinate major in social work should take this opportunity to coordinate their Madison College core program with the requirements in the School of Social Work.

Sociology

- 351 - Social Psychology
- 421 - Industrial Sociology
- 423 - The Family in Contemporary America
- 428 - Contemporary Communities
- 429 - Urban Sociology
- 430 - Sociology of Occupations and Professions
- 437 - Rural Sociology
- 443 - Personality and Social Structure
- 451 - Public Opinion and Propaganda
- 452 - Collective Behavior
- 477 - Complex Organizations
- 484 - Social Stratification

Psychology

- 335 - Principles of Social Psychology or SOC 351 - Social Psychology
(Students may not receive credit for both PSY 335 and SOC 351.)
- 336 - Psychology of Social Movements
- 345 - Child Psychology
- 346 - Middle Childhood
- 348 - Adolescent Psychology
- 356 - Psychology of Human Relations in Work Setting
- 425 - Abnormal Psychology
- 427 - Personality: Dynamic Theories
- 428 - Psychology of Physical Disability
- 436 - Psychology of Communication and Persuasion
- 437 - Psychology of Political Behavior
- 455 - Personnel Research Techniques
- 456 - Training and Supervising
- 457 - Personnel Interviewing
- 489 - Humanistic Psychology

Political Science

- 310 - Public Bureaucracy in the Policy Process
- 313 - Process of Public Administration
- 321 - Constitutional Politics
- 322 - Constitutional Politics
- 324 - The American Legislative Process
- 325 - The American Executive Process
- 331 - American Political Parties and Elections
- 333 - Political Opinion and Public Policy
- 336 - Black Political Movements
- 365 - The United States in World Affairs
- 415 - Advanced Seminar in Policy and Bureaucracy
- 430 - Seminar in Political Organization and Behavior

Economics

- 305 - Industrial Relations and Trade Unionism
- 380 - Urban Economics
- 390 - Economics of Poverty
- 406 - Public Finance
- 407 - Public Revenues
- 408 - State and Local Finance
- 444 - Private Enterprise and Public Policy
- 445 - Economics of Regulated Industries
- 448 - Structure of American Industry
- 455 - Public Policy and Labor Relations
- 456 - Economics of Social Security
- 457 - Manpower Economics
- 460 - Location Analysis

Social Work

- 428 - Dynamics of Marriage and Family Relations
- 433*- Social Work as a Profession I
- 434*- Social Work as a Profession II
- 435*- Social Work as a Profession III
- 438 - Social and Emotional Development
- 439*- Interviewing in Social Welfare
- 444 - Social Work in Corrections

* Required courses in dual major worked out between James Madison College and the School of Social Work.

TYPICAL CURRICULUM FOR STUDENTS IN
SOCIO-ECONOMIC POLICY PROBLEMS

<u>FRESHMAN YEAR</u> (FOR STUDENTS IN BOTH OPTIONS)	<u>CREDITS</u>
MC 200-201-202 Introduction to the Study of Policy Problems	12
MC 111-112-113 ATL or equivalent	9
NS 191-192-193 Natural Science	12
HPR 105 and 2 HPR electives	3
Cognate Option)	
Methods (MC 205 or substitute))	9
Electives)	
	<u>45</u>

ECONOMIC OPTION

<u>SOPHOMORE YEAR</u>	
EC 200-201 Introduction to Economics	8
MC 240 Applications of Economic Policy Analysis	4
MC 346 The Poor and Disadvantaged in Industrial Societies	4
EC 305 Industrial Relations and Trade Unionism	5
SOC 241 Introduction to Sociology	4
STT 201 Statistical Methods	4
HUM 241-242-243 Humanities	12
Cognate Option or electives	<u>7</u>
	48

JUNIOR YEAR

MC 341 Manpower Policy Problems and Institutions	4
MC 343 Population Problems in a Changing America	4
EC 318 Money, Credit and Banking	4
EC 320 Income and Employment Theory	3
Cognate Option or electives or)	
PLS 331 American Political Parties and Elections)	15
PLS 332 Interest Groups in the Political Process)	
Field Experience (normally taken Spring Term)	<u>15</u>
	45

SENIOR YEAR

MC 440 Case Studies in Economic and Social Policy Problems	5
MC 444 National Economic Policy and the Political Process	4
EC 444 Private Enterprise and Public Policy	3
Cognate Option (if not completed in Soph. and Jr. years))	
PLS 331 and PLS 332 (if not taken in Jr. year))	33
Electives)	<u>45</u>

Total 183

SOCIAL WELFARE OPTION

SOPHOMORE YEAR

CREDITS

EC 200-201 Introduction to Economics	8
MC 240 Applications of Economic Policy Analysis	4
PSY 151 General Psychology (or PSY 200)	4
SOC 241 Introduction to Sociology	4
MC 346 The Poor and Disadvantaged in Industrial Societies	4
HUM 241-242-243 Humanities	12
Cognate Option or)	
Electives or)	12
Methods (if not taken in freshman year))	
	<u>48</u>

JUNIOR YEAR

MC 341 Manpower Policy Problems and Institutions	4
MC 343 Population Problems in a Changing America	4
PLS 332 Interest Groups and Political Movements	4
1 social science course	4
Field Experience (normally taken Spring Term)	15
Cognate Option or electives	<u>14</u>
	45

SENIOR YEAR

MC 440 Case Studies in Economic and Social Policy Problems	5
MC 443 National Social Policy and the Political Process	4
2 social science courses	8
Cognate Option (if not already completed) or electives	<u>29</u>
	45

Total 183

CHECK LIST

SOCIO-ECONOMIC, REGULATORY AND WELFARE POLICY PROBLEMS

General Education

MC (ATL) 111	_____	Approved	_____	NS 191	_____
112	_____	Alternative	_____	192	_____
113	_____		_____	193	_____

HUM	241	_____	HPR 105	_____
	242	_____	HPK	_____
	243	_____	HPR	_____

MC	200	_____	MC 205	_____	Approved	_____
	201	_____			Alternative	_____
	202	_____				_____

Cognate Option (Four options are available: 1) foreign language;
2) foreign area study; 3) humanities; 4) methods)

Option _____

NOTE TO PROSPECTIVE TEACHERS:

1. General education credits must total 60 for certification.
2. History courses taken to satisfy the liberal arts cognate may be used to meet part of the 30 credit history minor as long as the courses meet the guidelines established by the Department of History for the minor.

Core Program

Economics option:

MC 240	_____	EC 200	_____	STT 201	_____
341	_____	201	_____	SOC 241	_____
343	_____	305	_____	PLS 331	_____
346	_____	318	_____	332	_____
440	_____	320	_____		
444	_____	444	_____		

Social Welfare option:

MC 240	_____	EC 200	_____	Three social science
341	_____	201	_____	courses:
343	_____	PSY151	_____	_____
346	_____	or	_____	_____
440	_____	PSY200	_____	_____
443	_____	SOC241	_____	
		PLS332	_____	

MC 390 (Field Experience)

Description _____

Annual Paper

Fresh. _____ Title: _____
Soph. _____ Title: _____
Jr. _____ Title: _____
Sr. _____ Title: _____

ADDITIONAL REQUIREMENTS FOR PROSPECTIVE TEACHERS

1. Education Courses:

ED 200 _____ ED 436 _____
ED 327 _____ ED 450 _____

2. Thirty credits in History

8 credits are to be taken from two consecutive courses selected from the following:

HST 103 _____ HST 105 _____ HST 121 _____
HST 104 _____ HST 106 _____ HST 122 _____

(Juniors may take instead 8 credits in 300-400 level courses.)

Elective in U.S. at 300-400 level _____

Elective in European at 300-400 level _____

Other electives (4-8 credits): _____

CREDITS REQUIRED FOR GRADUATION - 180 (+3 HPR Credits)

Total Credits Taken in Madison College (90 - 135 credits) _____

Total Credits Taken in other MSU courses (45 - 90 credits) _____

URBAN COMMUNITY POLICY PROBLEMS

The objective of this multi-disciplinary curriculum is to produce a liberally educated individual with special training to understand and deal with the major problems confronting contemporary urban society. A general policy problems concern and a systematic view of the city provide the organizing framework for the core curriculum. Students electing this field of concentration will confront major urban problems, examine alternative courses of action and the values implicit in each, and search for viable solutions. Throughout, the student's academic experience will emphasize the interrelationships among urban processes and problems. At the same time, the curriculum provides sufficient flexibility for students to seek particular avenues coincident with their specific interests within the general study of urban policy problems.

Requirements for the Degree

1. Completion of the Madison College requirements for a B.A. in social science as listed on page two of this Handbook.
2. Completion of the following field of concentration requirements:
 - a. All of the following:
 - MC 250 Historical Development of Urban Society
 - MC 251 The Contemporary American City
 - MC 252 Urban Policy Problems
 - MC 350 Community Problems in Mental Health
 - MC 450 Case Studies in Urban Community Policy Problems
 - MC 452 Urban Economics
 - EC 200-201 Introduction to Economics
 - b. At least three of the following:
 - EC 408 State and Local Finance
 - GEO 318 Cities of the World
 - PLS 302 American Urban Government
 - PLS 404 Selected Aspects of State and Local Government
 - SOC 429 Urban Sociology
 - SOC 431 Comparative Urban Sociology
 - UP 233 The Role of Planning in Urban Development
3. Free electives to complete the 180 hours (exclusive of HPR) required for graduation.

TYPICAL CURRICULUM FOR STUDENTS IN
URBAN COMMUNITY POLICY PROBLEMS

<u>FRESHMAN YEAR</u>	<u>CREDITS</u>
MC 200-201-202 Int-oduction to the Study of Policy Problems	12
MC 111-112-113 ATL or equivalent	9
NS 191-192-193 Natural Science	12
HPR 105 and 2 HPR electives	3
Cognate Option)	
Methods (MC 205 or substitute))	9
Electives)	
	<u>45</u>
<u>SOPHOMORE YEAR</u>	
MC 250 Historical Development of Urban Society	4
MC 251 Contemporary American City	4
MC 252 Urban Policy Problems	4
HUM 241-242-243 Humanities	12
EC 200-201 Introduction to Economics	8
Cognate Option or electives or)	13
Methods (if not taken in freshman year))	
	<u>45</u>
<u>JUNIOR YEAR</u>	
MC 350 Community Problems in Mental Health	4
Three of the following:	10-13
EC 408 State and Local Finance -- 4 credits	
GEO 318 Cities of the World -- 3 or 5 credits	
PLS 302 American Urban Government -- 4 credits	
PLS 404 Selected Aspects of State and Local Government -- 4 credits	
SOC 429 Urban Sociology -- 4 credits	
SOC 431 Comparative Urban Sociology -- 4 credits	
UP 233 The Role of Planning in Urban Development -- 3 credits	
Field Experience (normally taken Spring Term)	15
Cognate Option or electives	<u>19</u>
	48
<u>SENIOR YEAR</u>	
MC 450 Case Studies in Urban Community Policy Problems	5
MC 452 Urban Economics	4
Cognate Option (if not already completed) or)	
Electives)	36
	<u>45</u>
Total	183

CHECK LIST

URBAN COMMUNITY PROBLEMS

General Education

MC (ATL)	111 _____	Approved	_____	NS	191 _____
	112 _____	Alternative	_____		192 _____
	113 _____		_____		193 _____
HUM	241 _____	HPR 105	_____		
	242 _____	HPR	_____		
	243 _____	HPR	_____		
MC	200 _____	MC 205	_____	Approved	
	201 _____			Alternative	_____
	202 _____				

Cognate Option (Four options are available: 1) foreign language;
2) foreign area study; 3) humanities; 4) methods)

Option _____

NOTE TO PROSPECTIVE TEACHERS:

1. General education credits must total 60 for certification.
2. History courses taken to satisfy the liberal arts cognate may be used to meet part of the 30 credit history minor as long as the courses meet the guidelines established by the Department of History for the minor.

Core Program

A. MC 250 _____	MC 350 _____	EC 200 _____
251 _____	450 _____	201 _____
252 _____	452 _____	
B. Three of the following:		
EC 408 _____	PLS 404 _____	UI 233 _____
GEO 318 _____	SOC 429 _____	
PLS 302 _____	SOC 431 _____	

NOTE TO PROSPECTIVE TEACHERS:

You must take additional social science courses to bring the total number of credits in your core program to 60. None of these can be in history.

MC 390 (Field Experience)

Description _____

Annual Paper

Fresh. _____ Title: _____
Soph. _____ Title: _____
Jr. _____ Title: _____
Sr. _____ Title: _____

ADDITIONAL REQUIREMENTS FOR PROSPECTIVE TEACHERS

1. Education Courses:

ED 200 _____ ED 436 _____
ED 327 _____ ED 450 _____

2. Thirty credits in History

8 credits are to be taken from two consecutive courses selected from the following:

HST 103 _____ HST 105 _____ HST 121 _____
HST 104 _____ HST 106 _____ HST 122 _____

(Juniors may take instead 8 credits in 300-400 level courses.)

Electives in U.S. at 300-400 level _____

Electives in European at 300-400 level _____

Other electives (408 credits): _____

CREDITS REQUIRED FOR GRADUATION - 180 (+3 HPR Credits)

Total Credits Taken in Madison College (90 - 135 credits) _____

Total Credits Taken in other MSU courses (45 - 90 credits) _____

Related Area Courses and Recommended Electives - These are meant to serve only as a guide for selecting additional courses. The list does not exhaust the legitimate electives available.

Accounting and Financial Administration:

395 Principles of Urban Real Estate Administration

Agricultural Economics:

417 Land Economics

Civil and Sanitary Engineering:

311 Urban Utilities

Economics:

380 Urban Economics

390 Economics of Poverty

460 Location Analysis

Education:

401 Sociology of Education

450 School and Society

Geography:

309 Recreational Land Use

411 Problems in Urban Geography

413 Geography of Manufacturing

415 Techniques of Field Research

History:

242 Economic and Business History

310 Negro in the U.S. Since Emancipation

338 American Social and Economic History: Modern Trends

Interdisciplinary Courses:

400V Race, Poverty and Education

James Madison College:

215 Utopia and the Quest for Social Progress

230 Education and Poverty

Marketing and Transportation Administration:

341 Transport Requirements and Programming

Philosophy:

365 Philosophy of the State

Police Administration and Public Safety:

318 The Police and Community Relations

Political Science:

302 Urban Politics

310 Public Bureaucracy in the Policy Process

Political Science (continued)

- 313 Process of Public Administration
- 332 Interest Groups and Political Movements
- 336 Black Political Movements
- 337 Race and Politics in America
- 437 Psychology of Political Behavior

Psychology:

- 335 Principles of Social Psychology

Social Work:

- 420 Current Issues in Social Work

Sociology:

- 335 Criminology
- 420 Dynamics of Population
- 422 Political Sociology
- 428 Contemporary Communities
- 432 Behavior of Youth
- 433 Minority Peoples

Urban Planning:

- 231 Evolution of Urban Communities
- 232 Contemporary Urban Development
- 400 Urban Development and Planning
- 433 Man and His Shelter
- 471 Ecological Basis for Planning
- 472 Urban Development Regulation
- 473 Urban Development Programs

VARIETY OF COURSE OFFERINGS

Madison College strives to offer the student a variety of course offerings. In addition to the courses required in each of the five fields of concentration there are structured electives and three relatively flexible types of courses.

Special Topics Courses. As a supplement to the regular instructional program Special Topics courses (MC 290) are available for resident faculty and visiting scholars or policy-makers to teach in their particular field of competency. Offerings vary with the availability of instructors and interest. In the past "Vietnam," "The 1968 Presidential Election," and "The Maoist Regime as a Developmental Model," and "Marx and Weber?" have been among the topics covered. For the 1970-71 academic year the courses to be offered are:

The Roots of Contemporary Radicalism:
Rousseau and Nietzsche--Professor Richard Zirman
The Johnson Administration's "War on Poverty";
a Political-Historical Critique--Mr. Robert Perrin
The Social Function of Art with Special Reference
to Music--Professor Conrad Donakowski
The Student and His Education--Professor Peter Lyman
The American Founding: Intentions and Realities--
Professor John Paynter
Research Problems and Techniques--Professor Raymond Cochrane

Independent Study. Students who want to pursue in depth an area of study in which they have already developed some basic ability may request enrollment in Independent Study (MC 295 for freshmen and sophomores, and MC 495 for juniors and seniors). Both the student's academic advisor and the instructor who will direct the Independent Study must approve. An Independent Study Form available from the student's advisor must be completed and turned into the Assistant Dean's Office no later than two weeks after classes begin. A student must be "in good academic standing" at the time he requests to do Independent Study and have at least a 2.0 over-all G.P.A. Any exceptions to these rules must be made with the positive recommendation of the instructor and academic advisor and the concurrent advice of the Assistant Dean.

Independent Study is not intended to add new courses to the curriculum. The College Curriculum Committee will periodically review and evaluate the conformity of the Independent Study program to its objectives.

Credit for MC 295 and MC 495 can vary from 1-4 per term, depending upon the agreement reached between the student and his faculty supervisor. Although students can re-enroll, they may accumulate no more than 12 credits in each course.

Senior Level Case Studies. Each of the fields of concentration in Madison College offers senior-level Case Studies. These courses are intended to make use of the students' varied field experiences as they explore related policy problems in depth. A research paper combining these two elements is normally assigned. The focus of each course reflects the interests of the students and the expertise of the instructor.

MADISON COLLEGE COURSES

The following list of Madison College courses includes a description of each course and a notation of several University courses most closely related to the Madison courses. The related University courses are included to provide guidance to students who wish to take additional courses in areas which they have found especially interesting and to delve more directly into the concepts and research findings of relevant social science and related disciplines.

Students should have completed MC 200-201-202 before taking upper-level courses in the fields of concentration.

The course descriptions include the terms in which the course is normally given. This may change occasionally.

MC 111, 112, 113 -- American Thought and Language

A three-term sequence emphasizing language skills, particularly expository writing and effective reading through the use of selected American documents, political, social and literary. Three credits.

MC 200, 201, 202 -- Introduction to the Study of Policy Problems

A sequence of three courses introducing the social sciences and related disciplines as these apply to the study of major social, economic and political problems. Four credits.

MC 205 -- Methodology for Policy Sciences

(Fall, Winter, Spring)

An introduction to the logic of social research, techniques of data collection, and procedures in quantification. Emphasis will be on interpretation and evaluation of findings for policy decision making. Four credits.

MC 215 -- Utopia and the Quest for Social Progress

(Winter)

Survey of utopian thought and literary utopias combined with detailed study of selected major utopias from The Republic to Walden Two. Four credits.

MC 218 -- Contemporary Ideologies

(Winter, Spring)

The doctrines by which socio-political movements justify and explain their goals and programs. An introduction to such movements and doctrines as socialism, communism, fascism, nationalism, and democracy. Four credits.

(Students cannot also receive credit for PLS 170 - The Isms.)

MC 220 -- The International Society

(Winter)

Interrelations of nations reflected in political, economic and military histories, power capabilities, instruments to implement foreign policies; the international system, diplomacy, balance of power, implications of mass destruction. Four credits. (Prerequisite: MC 202. Students cannot also receive credit for PLS 260.)

GEO 320 Geography of World Population. 3 credits.

GEO 416 Political Geography. 3 credits.

HST 250 Contemporary History of Europe & Asia. 3 credits.

HST 339 - 340 History of International Relations. 3 credits ea.

PLS 340 Theories of Comparative Politics. 4 credits.

PLS 362 Theory & Practice of Foreign Policy. 4 credits.

PLS 363 International Law. 4 credits.

PLS 364 International Organization. 4 credits.

SOC 438 Sociology of Developing Societies. 4 credits.

SOC 466 Cross-Cultural Relations in the Modern World. 3 credits.

MC 230 -- Education and Poverty

(Spring)

The relationships among education, poverty, and the institutional structure affecting the distribution of opportunity in technologically advanced societies. Surveys current theoretical and empirical literature and explores relevant major sociological and psychological concepts. Four credits.

ED 200 Individual & the School. 5 credits.

ED 200A Educational Psychology. 3 credits.

ED 401 Sociology of Education. 3 credits.

ED 450 School and Society. 5 credits.

PSY 225 Psychology of Personality. 3 credits.

PSY 312-313 Learning & Motivation. 312 - 3 credits.

313 - 2 credits.

SOC 160 Contemporary Social Problems. 3 credits.

SOC 351 Social Psychology. 5 credits.

SOC 443 Personality & Social Structure. 4 credits.

MC 240 -- Applications of Economic Policy Analysis

(Spring)

Prerequisite: Economics 200 and 201; Applications of economic principles and concepts to contemporary economic policy problems. Emphasis on alternative explanations for selected problems, the institutions of economic policy-making and normative implications of various policy situations. Four credits.

MC 250 -- Historical Development of Urban Society

(Fall)

The evolution of cities, especially since the industrial revolution. Particular stress will be placed on urban anthropology and urban economic history. Emphasizes policy science orientation. Four credits.

EC 417 Land Economics. 4 credits.

EC 460 Location analysis. 4 credits.

GEO 213 Economic Geography. 3 credits.

GEO 318 Cities of the World. 3 credits.

HST 337-338 American Social & Economic History. 4 credits ea.

MTA 341 Transport Requirements & Programming. 4 credits.

SOC 420 Dynamics of Population. 4 credits.

SOC 431 Comparative Urban Sociology. 4 credits.

UP 231 Evaluation of Urban Communities. 3 credits.

MC 251 -- The Contemporary American City

(Winter)

Analysis of the systemic nature of current urban patterns, emphasizing the linkages among the social sciences. Selected topics such as urban transportation systems or urban aesthetics will demonstrate these interconnections. Four credits.

SOC 422 Political Sociology. 4 credits.

SOC 428 Contemporary Communities. 4 credits.

SOC 429 Urban Sociology. 4 credits.

SOC 471 Modern American Society. 3 credits.

UP 232 Contemporary Urban Development. 3 credits.

UP 472 Urban Development Regulation. 3 credits.

UP 473 Urban Development Programs. 3 credits.

MC 252 -- Urban Policy Problems

(Spring)

The study of contemporary urban problems, their policy implications and the role of these problems in future cities. Students must confront alternative solutions and their value assumptions. Four credits.

EC 408 State and Local Finance. 4 credits.

PLA 318 The Police and Community Relations. 4 credits.

PSY 437 Psychology of Political Behavior. 3 credits.

PLS 302 American Urban Government. 4 credits.

Urban Policy Problems (continued)

- PLS 331 American Political Parties & Elections. 4 credits.
- PLS 332 Interest Groups and Political Movements. 4 credits.
- PLS 404 Selected Aspects of State & Local Government. 4 credits.
- SOC 432 Behavior of Youth. 3 credits.
- SOC 433 Minority Peoples. 3 credits.
- SOC 335 Criminology. 3 credits.
- UP 233 The Role of Planning in Urban Development. 3 credits.

MC 270-71 -- Legal and Political Theory I and II

(270--Fall; 271--Winter)

An introduction to some of the major problems of politics as reflected in various significant political philosophies. Problems considered will include constitutionalism, equality, federalism, representation, minority rights. Four credits each term.

- HST 332 The American Revolution and Constitution, 1750-1789. 4 credits.
- HST 348 Constitutional and Legal History of England to 1485. 3 credits.
- HST 349 Constitutional and Legal History of England from 1485. 3 credits.
- PHL 360 Philosophy of Law. 3 credits.
- PHL 365 Philosophy of the State. 3 credits.
- PLS 380-381 Foundations of Modern Political Theory. 4 credits ea.
- PLS 321- 322 Constitutional Politics. 4 credits ea.
- PLS 377- 378 American Political Thought. 4 credits ea.

MC 273-74 -- Social Problems and Human Values I and II

(273--Winter; 274--Spring)

Critical examination of selected social problems from viewpoint of normative ethics. No single normative position will be selected as definitive but several will be evaluated, i.e., utilitarianism, Kantianism, intuitionism, pragmatism. Four credits each term.

- HST 338 Social and Economic History. 4 credits.
- PHL 231 Classical Ethical Theories. 3 credits.
- PHL 330 Elements of Ethics. 3 credits.
- PHL 360 Philosophy of Law. 3 credits.
- PHL 430 Value Theory. 4 credits.
- PLS 321-322 Constitutional Politics. 4 credits ea.
- PSY 335 Principles of Social Psychology. 4 credits.
- PSY 499 Humanistic Psychology. 4 credits.
- REL 401 Christian Ethics and Society. 4 credits.
- SOC 160 Contemporary Social Problems. 3 credits.
- SOC 351 Social Psychology. 5 credits.
- SOC 471 Modern American Society. 3 credits.

MC 280 -- The Study of Intergroup Relations

(Fall)

An examination of social science literature analyzing intergroup relations. Topics include race and racism, ethnicity and religious sectarianism, the social and psychological roots of prejudice and the institutionalization of discrimination. Four credits.

- ANP 434 Ethnic Minorities Around the World. 3 credits.
- REL 410 Religion in American Culture. 3 credits.
- PLS 332 Interest Groups and Political Movements. 4 credits.
- PSY 225 Psychology of Personality. 3 credits.
- PSY 335 Principles of Social Psychology. 4 credits.
- SOC 351 Social Psychology. 5 credits.
- SOC 433 Minority Peoples. 3 credits.
- SOC 448 Small Group Interaction. 3 credits.
- SOC 443 Personality and Social Structure. 4 credits.

MC 281 -- Immigration, Assimilation and Pluralism

(Winter)

Relationships between immigrant groups primarily from an historical point of view. Theories of Americanization, assimilation vs. cultural pluralism, and restrictionist legislation. Four credits.

- HST 121-22 History of the United States. 4 credits.
- HST 335 The United States; 1865-1900. 4 credits.
- HST 336 Recent American History. 4 credits.
- HST 337-338 American Social and Economic History. 4 credits.
- PLS 331 American Political Parties and Elections. 4 credits.
- PLS 332 Interest Groups and Political Movements. 4 credits.
- PSY 335 Principles of Social Psychology. 4 credits.
- SOC 429 Urban Sociology. 4 credits.
- SOC 433 Minority Peoples. 3 credits.
- SOC 471 Modern American Society. 3 credits.

MC 290 -- Special Topics

Topics vary according to interest and need. 4 credits.

MC 295 -- Independent Study

Requires consent of academic advisor and instructor. Variable credit. Maximum of four credits per term. May re-enroll up to 12 credits.

MC 320 -- Political Stability and Modernization

(Spring)

The concepts of political stability and legitimacy, and the influence of ideology. Development and modernization and their impact on societal dynamics; roles of the military and other institutionalized groupings. Four credits.

Political Stability and Modernization (continued)

- ANP 475 Culture and Political Behavior. 4 credits.
- COM 428 Communication in Developing Countries. 4 credits.
- COM 470 Communication and Change: The Diffusion of Ideas and Information. 4 credits.
- EC 430 Stagnation and Development in Emerging Societies. 4 credits.
- PLS 332 Interest Groups and Political Movements. 4 credits.
- PLS 340 Theories of Comparative Politics. 4 credits.
- PLS 344 The Politics of Developing Areas. 4 credits.
- PSY 436 Psychology of Communication and Persuasion. 3 credits.
- SOC 438 Sociology of Developing Societies. 4 credits.
- SOC 466 Cross-Cultural Relations in the Modern World. 3 credits.

MC 322 -- Impact of Religious Movements on Public Policy

(Winter)

A study of Catholicism, Falangism, Buddhist revitalization, Zionism, Pan-Arabism, Soka Gakkai; the growing influence of these and other belief systems and ideologies on public policy formulation. Four credits.

- PSY 437 Psychology of Political Behavior. 3 credits.
- REL 201 Comparative Religion. 3 credits.
- REL 401 Christian Ethics and Society. 4 credits.
- REL 444 Far Eastern Religions. 3 credits.
- SOC 438 Sociology of Religion. 4 credits.

MC 324 -- Natural Resources and Social Institutions

(Fall)

Examination of human and physical resources of the world and their impact on social institutions; a systematic analysis of the factors that control the allocation of resources for human ends. Four credits.

- EC 430 Stagnation and Development in Emerging Societies. 4 credits.
- EC 417 Land Economics. 4 credits.
- GEO 204 World Regional Geography. 4 credits.
- GEO 320 Geography of World Population. 3 credits.
- GEO 416 Political Geography. 3 credits.

MC 326 -- Human Problems in Social Change

(Fall)

The gap between rich and poor nations stimulates political instability and international tensions; the course examines how current theory guides the introduction of science, technology, and education in developing nations. Four credits.

Human Problems in Social Change (continued)

- ANP 474 Culture and Economic Behavior. 4 credits.
- ANP 475 Culture and Political Behavior. 4 credits.
- COM 428 Communications in Developing Countries. 4 credits.
- COM 470 Communications and Change: The Diffusion of Ideas and Information. 4 credits.
- EC 430 Stagnation and Development in Emerging Societies. 4 credits.
- EC 431 Principal Issues in Promoting Economic Development. 4 credits.
- PLS 344 Politics of Developing Areas. 4 credits.
- PSY 225 Psychology of Personality. 3 credits.
- SOC 438 Sociology of Developing Societies. 4 credits.
- SOC 466 Cross-Cultural Relations in the Modern World. 3 credits.

MC 328 -- Revolutionary Change: Theories, Principles, Cases

(Winter, Spring)

Study of the major theories of revolution, historical and contemporary, with selected case studies in the use of violence and destruction to achieve fundamental transformations in society. Four credits.

- HST 332 The American Revolution and Constitution, 175-1789. 4 credits.
- HST 363 The Era of the French Revolution. 3 credits.
- HST 369 Russian Revolution and the New Order. 5 credits.
- HST 398 Contemporary History of China. 4 credits.
- PHL 365 Philosophy of the State. 3 credits.
- PLS 170 The Isms. 4 credits.
- PLS 344 Politics of Developing Areas. 4 credits.
- PLS 375-376 Theory and Practice of International Communism. 4 credits ea.

MC 330 -- Human Relations and Personal Growth

(Winter and Spring)

Junior standing or permission of instructor. Introduction to the theory and concepts of human relations and personal growth. Emphasis on training and group behavior. Critical evaluation of the application of human relations training in various circumstances. Four credits.

- PSY 436 Psychology of Communication and Persuasion. 3 credits.
- PSY 225 Psychology of Personality. 3 credits.
- SOC 448 Small Group Interaction. 3 credits.

MC 341 -- Manpower Policy Problems and Institutions

(Winter)

Labor force composition, measurement concepts and significance of future trends; evaluation of the public employment service and various vocational, apprenticeship and retraining programs as components of an active manpower policy. Four credits.

EC 305 Industrial Relations and Trade Unionism. 5 credits.

EC 308 Public Policy and Labor Relations. 5 credits.

EC 457 Manpower Economics. 5 credits.

MC 343 -- Population Problems in a Changing America

(Fall)

Theories of demography; an examination of population composition and future trends; emphasis on the social, economic and fiscal implications of population growth and distribution in urban and rural America. Four credits.

AEC 240 Agriculture in the Economy. 5 credits.

EC 407 Public Revenues. 3 credits.

EC 408 State and Local Finance. 4 credits.

EC 457 Manpower Economics. 5 credits.

HST 338 American Social and Economic History: Modern Trends. 4 credits.

SOC 420 Dynamics of Population. 4 credits.

SOC 429 Urban Sociology. 4 credits.

SOC 437 Rural Sociology. 4 credits.

MC 346 -- The Poor and Disadvantaged in Industrial Societies

(Winter)

The historical, institutional, economic and social aspects of welfare problems and policy in the United States with appropriate reference to the experience of other countries. Four credits.

EC 456 Economics of Social Security. 3 credits.

EC 457 Manpower Economics. 5 credits.

HST 242 Economic and Business History. 3 credits.

HST 337-338 American Social and Economic History. 4 credits.

SOC 160 Contemporary Social Problems. 3 credits.

SOC 429 Urban Sociology. 4 credits.

SOC 431 Comparative Urban Sociology. 4 credits.

SOC 433 Minority Peoples. 3 credits.

SOC 484 Social Stratification. 4 credits.

MC 350 -- Community Problems in Mental Health

(Winter)

Particular attention will be devoted to the causes of human stress and the relationship between stress and mental health. Four credits.

Community Problems in Mental Health (continued)

- PLS 437 Psychology of Political Behavior. 3 credits.
- PSY 225 Psychology of Personality. 3 credits.
- PSY 425 Abnormal Psychology. 4 credits.
- PSY 427 Personality: Dynamic Theories. 3 credits.
- SOC 351 Social Psychology. 5 credits.
- SOC 471 Modern American Society. 3 credits.
- SOC 474 Social Structure and Personality. 4 credits.
- SW 438 Social and Emotional Development. 4 credits.
- UP 232 Contemporary Urban Development. 3 credits.

MC 370-71 -- The Legal System I & II

(370--Fall; 371--Winter)

Introductory study of the legal system; creation of statutes, common law rules, their application by courts and consumption by individuals, role of the legal system in formulating social policy. Four credits each.

- BOA 341 Survey of Business Law. 4 credits.
- BOA 440 Law and Society. 3 credits.
- HST 332 American Revolution and Constitution: 1750-1789. 4 credits.
- HST 348-349 Constitutional and Legal History of England 3 credits.
- PHL 360 Philosophy of Law. 3 credits.
- PHL 365 Philosophy of the State. 3 credits.
- PLA 110 Introduction to Criminal Justice. 5 credits.
- PLS 100 American National Government. 4 credits.
- PLS 320 American Judicial Process. 4 credits.
- PLS 321-322 Constitutional Politics. 4 credits ea.
- PLS 420 Judicial Policy Making and Behavior. 4 credits.
- PLS 421 Selected Aspects of Judicial Process and Behavior. 4 credits.
- PLS 363 International Law. 4 credits.

MC 374 -- Theories of Justice

Consideration of contrasting theories of justice. Plato, Kant, Mill, and Locke will be examined and contrasted with legal positivism and communism. Attention also given prominent non-Western theories of justice. Four credits.

- HST 325-326-327 Intellectual History of U.S. 3 credits ea.
- PHL 301 Oriental Philosophy. 3 credits.
- PHL 360 Philosophy of Law. 3 credits.
- PHL 365 Philosophy of the State. 3 credits.
- PHL 410 Plato. 4 credits.
- PHL 416 British Empiricism. 5 credits.
- PHL 420 Current British and American Philosophy. 4 credits.
- PHL 423 Kant. 5 credits.
- PLS 375-376 Theory and Practice of International Communism. 4 credits ea.
- PLS 370-371-372 Classics of Political Thought. 4 credits ea.

MC 375 -- Social Ethics

(Fall)

Interpretations of what normative standards mean in terms of current meta-ethical theories. Implication of interpretations when applied to such social problems as civil disobedience, public interest, education, and constitutionalism. Four credits.

PHL 130 Introduction to Ethics. 3 credits.

PHL 231 Classical Ethical Theories. 3 credits.

PHL 330 Elements of Ethics. 3 credits.

PHL 430 Value Theory. 4 credits.

PLS 333 Political Opinion and Public Policy. 4 credits.

REL 401 Christian Ethics and Society. 4 credits.

SOC 451 Public Opinion and Propaganda. 3 credits.

MC 380 -- Social Politics of Intergroup Relations

(Fall)

Minority groups and movements as collective behavior phenomena. Leadership roles and organizational strategies in the "civil rights movement." Comparisons with racist and segregationist groups and movements. Four credits.

PLS 332 Interest Groups and Political Movements. 4 credits.

PLS 335 Comparative Parties and Pressure Groups. 4 credits.

PLS 437 Psychology of Political Behavior. 3 credits.

PSY 335 Principles of Social Psychology. 4 credits.

SOC 422 Political Sociology. 4 credits.

SOC 428 Contemporary Communities. 4 credits.

SOC 433 Minority Peoples. 3 credits.

SOC 452 Collective Behavior. 3 credits.

MC 381 -- Intergroup Relations and the Law

(Winter)

Relationship between law and opinion as it affects regulation of intergroup relations. Litigation, legislation and administrative action. Transformation from de jure to de facto segregation. Four credits.

PIA 318 The Police and Community Relations. 4 credits.

PLS 321-322 Constitutional Politics. 4 credits ea.

PLS 332 Interest Groups and Political Movements. 4 credits.

PLS 333 Political Opinion and Public Policy. 4 credits.

PLS 420 Judicial Policy Making and Behavior. 4 credits.

PLS 324 American Legislative Process. 4 credits.

PLS 325 American Executive Process. 4 credits.

SOC 422 Political Sociology. 4 credits.

SOC 433 Minority Peoples. 3 credits.

MC 382 -- Religion and Intergroup Relations

(Winter, Spring)

Religious doctrine as a source of attitudes and ideas relevant to intergroup relations. Sectarian organization as a source of conflict. Church-state policy problems. Church-sponsored programs and role of the ministry in intergroup relations. Four credits.

ANP 464 Religion and Culture. 4 credits.

PHL 355 Philosophy of Religion. 3 credits.

PSY 225 Psychology of Personality. 3 credits.

REL 401 Christian Ethics and Society. 4 credits.

REL 410 Religion in American Culture. 3 credits.

SOC 440 Sociology of Religion. 3 credits.

MC 383 -- The Jews, Anti-Semitism and Intergroup Relations

(Spring)

Jewish experience viewed historically and sociologically. Particular emphasis on anti-Semitism as a social phenomenon and the relevance of the concepts of assimilation, acculturation and pluralism to Jewish experience. Four credits.

ANP 434 Ethnic Minorities Around the World. 3 credits.

ANP 464 Religion and Culture. 4 credits.

HST 350 Ancient History. 3 credits.

PHL 355 Philosophy of Religion. 3 credits.

PSY 336 Psychology of Social Movements. 3 credits.

REL 220-221 Old Testament. 3 credits ea.

REL 410 Religion in American Culture. 3 credits.

SOC 433 Minority Peoples. 3 credits.

SOC 440 Sociology of Religion. 3 credits.

MC 385 -- Black Protest Thought

(Spring)

Alternative major doctrines and policy proposals concerning race relations as expressed by such spokesmen as Booker T. Washington, W. E. B. DuBois, Martin Luther King, Jr. and Malcolm X. Four credits.

HST 325-326-327 Intellectual History of the U.S. 3 credits ea.

PLS 377-378 American Political Thought. 5 credits ea.

MC 390 -- Field Experience

(Fall, Winter, Spring, Summer)

Participant observation in organizations currently engaged in making, influencing, implementing or analyzing policies pursued by public or private organizations relevant to college programs. Designed to provide insight into and knowledge of policy problems and the way organizations deal with them. Fifteen credits.

MC 420 -- Case Studies in International Relations

(Fall, Winter, Spring)

Examination of selected major international issues confronting the United States. Utilizes student's field experience. Five credits. (Students may re-enroll up to fifteen credits.)

MC 422 -- Problems in Establishing World Order

(Fall)

World organization in a period of nation-states; trends in international peace-keeping, regional approaches; international systems and international law. Four credits.

HST 122 History of the U.S.: The Nation State. 4 credits.

HST 341 History of International Relations: 1919-Present. 3 credits.

PLS 363 International Law. 4 credits.

PLS 364 International Organization. 4 credits.

PLS 469 Special Problems in International Politics. 4 credits.

SOC 466 Cross-Cultural Relations in the Modern World. 3 credits.

MC 424 -- International Conflict and the Future of Man

(Winter, Spring)

Study of the accommodation of competitive political interests and the resolution of international conflict with special attention to the problems of negotiation, diplomacy, war and world organization. Four credits.

PLS 362 Theory and Practice of Foreign Policy. 4 credits.

PLS 363 International Law. 4 credits.

PLS 364 International Organization. 4 credits.

PLS 367 Foreign Policies of Major Powers. 4 credits.

PLS 469 Special Problems in International Politics. 4 credits.

MC 440 -- Case Studies of Economic and Social Policy Problems

(Fall, Winter, Spring)

A senior seminar which would examine from the standpoint of individual students' field experience and a national and international perspective contemporary social and economic issues. Five credits. (May re-enroll up to fifteen credits.)

MC 443 -- National Social Policy and the Political Process

(Winter)

An examination through the use of the case-study method, of the relationship between social policy and the political process. Four credits.

PLS 100 American National Government. 4 credits.

PLS 324 American Legislative Process. 4 credits.

PLS 325 American Executive Process. 4 credits.

PLS 331 American Political Parties and Elections. 4 credits.

PLS 332 Interest Groups and Political Movements. 4 credits.

PLS 422 Political Sociology. 4 credits.

MC 444 -- National Economic Policy and the Political Process

(Fall)

An examination, through the use of the case-study method, of the relationship between economic policy and the political process. Four credits.

AEC 460 U.S. Agricultural Policy. 3 credits.

EC 455 Public Policy and Labor Relations. 5 credits.

EC 444 Private Enterprise and Public Policy. 3 credits.

EC 445 Economics of Regulated Industries. 4 credits.

EC 456 Economics of Social Security. 3 credits.

MC 450 -- Case Studies in Urban Community Policy Problems

(Fall, Winter, Spring)

Selected policy problems. Particular attention will be given to urban management, including complex networks of urban decision-making. Analysis of students' field experiences. Guest speakers and urban games will be utilized. Five credits. (May re-enroll up to fifteen credits.)

PLS 302 American Urban Government. 4 credits.

PLS 404 Selected Aspects of State and Local Government. 4 cr.

SOC 429 Urban Sociology. 4 credits.

UP 233 Role of Planning in Urban Development. 3 credits.

UP 472 Urban Development Regulation. 3 credits.

MC 452 -- Urban Economics

(Fall)

Study of economic structure and contemporary economic problems in the American metropolis. Includes such topics as the economic base of cities, income and capital flow, and unemployment. Four credits.

EC 408 State and Local Finance. 4 credits.

EC 407 Public Revenues. 4 credits.

EC 457 Manpower Economics. 5 credits.

SOC 429 Urban Sociology. 4 credits.

MC 470 -- Case Studies in Problems of Justice, Morality, and Constitutional Democracy

(Fall, Winter, Spring)

An intensive study of selected problems in political, legal and value theory and their relations to social policy-making. Five credits. (May re-enroll up to 15 credits.)

MC 480 -- Case Studies in Intergroup Relations

(Fall, Winter, Spring)

Analysis of case histories as a basis for assessing policies for dealing with major minority groups (Negro, Puerto Rican, Appalachian White, Indian). Utilizes field experience of students. Five credits. (May re-enroll up to fifteen credits.)

MC 495 -- Independent Study

(Fall, Winter, Spring)

Requires consent of academic advisor and instructor. Variable credit. Maximum of four credits per term. (May re-enroll up to 12 credits.)

COORDINATE MAJORS

For students who wish to undertake a specialized course of study in addition to their multidisciplinary field of concentration in Madison College some coordinate majors--complementary majors in the social sciences and related disciplines--are available. This option may be particularly appealing to students intending to pursue graduate or professional studies although they should be aware that it is not necessary to major in a discipline to be accepted for graduate study in it. Generally an undergraduate concentration in a Madison College field will be sufficient evidence of academic competency for admission to graduate work, but this may vary with subject matter. For example, departments of economics insist that entering graduate students either have majored in economics or supplement their graduate program with an extensive group of undergraduate economics courses. Students intending to do graduate work in a given area will, in any event, want to take some courses in that area as a complement to their field of concentration and as evidence of their interest in that area.

For most Madison College students, pursuing a coordinate major will severely limit the choice of courses they can take over the four years. Students are therefore urged to consult with their academic advisor before undertaking a coordinate major.

Two types of coordinate majors are offered by Madison College at present. One is a formal one, officially recognized by Madison College and the cooperating department. In this instance the student's transcript will bear the notation "has also completed the departmental requirements for a coordinate major in _____. " The other is an informal one in which the student works out a program with his academic advisor to meet insofar as possible the requirements of a particular department. In this case, the student's advisor authorizes his informal coordinate major and places such authorization in the student's permanent College record. Students opting for the formal coordinate major should notify the Office of the Assistant Dean.

Several pre-professional programs are also available for Madison College students. As in the case of coordinate majors students must use their general electives and related area courses to meet, where possible, the requirements of the pre-professional program.

The following pre-professional programs have already been inaugurated: Journalism, Pre-law, Secondary School Teacher Certification, and Social Work.

Journalism. Students interested in careers in journalism may choose to follow the coordinate major in journalism. Their combined Madison College and journalism studies should provide them with the broad knowledge and the technical skills necessary for such careers.

The requirements for a coordinate major in journalism are:

- (1) take JRN 110, 201, 300, 403, 415, 419, and 428--25 credits.
- (2) earn an additional 15 credits in Journalism by working in the capacity of journalists during their field experience under a program to be approved and supervised by both Madison College and the School of Journalism.
- (3) take Comm 100.
- (4) take 9 credits in U.S. history.
- (5) take EC 200 and 6 additional credits in Economics.
- (6) satisfy the requirements of a Madison College policy field of concentration.

Students following this program should inform the Madison College Office of the Assistant Dean and the School of Journalism.

Pre-Law. There is no one curriculum which best prepares an undergraduate for the study of law as pre-med programs provide students with a specifiable body of knowledge and collection of skills necessary for medical school. Announcements and admissions information from various law schools (Madison College-Case Hall Library has many of these) reveal that law schools neither require nor strongly recommend that pre-law students major in a specific discipline, e.g., political science, history, philosophy, sociology. Many law schools do strongly suggest, however, that aspiring lawyers study the principles and practices of accounting as they will often be concerned with financial transactions in business and government.

Although no one curriculum is best, several are well suited to preparation for the study of law. A liberal education in the fundamental values of Western man and the institutions which embody and transfer these values from the realm of thought to the realm of action is the best sort of education for pre-law students because law is a primary institution of process for the realization of human values. Courses in history, economics, government, philosophy, literature, and classics will provide a student with the fundamental ideas of Western culture. Concentration in some discipline or on some problem area course of study will give him the foundation necessary to attempting sound evaluations and formulating realistic solutions.

Three things should guide a student in the selection of a pre-law curriculum. First, mastery of the English language, in both oral and written forms, is necessary; the lawyer must be able to use this tool with more than ordinary precision. Second, and closely related to the first, the lawyer must be able to reason and argue coherently and persuasively about both concrete problems of day-to-day living and abstract ideas found in the principles of law. Courses in logic, philosophy, mathematics, and science can be useful in developing a facility for rigorous and systematic thinking. Third, a knowledge of government and the political process is essential to the law student for laws result from the political process and governmental action. Courses in political science and political philosophy are particularly appropriate for acquiring this knowledge.

Students in James Madison College are well situated to acquire the necessary ability in language, logic and government. The College's emphasis on the study of the making of social policy to solve social problems provides the opportunity for careful reasoning on issues which involve the functions of government, law and politics. Any one of the core curricula would provide a satisfactory preparation for law school for each is flexible enough for a student to indulge his interest in a given kind of social issues and still acquire the breadth

of knowledge and understanding which is an asset to law students. The core curriculum in International Relations Policy Problems, for example, is ideal for students with a strong interest in international affairs and a desire to attain a law degree so as to have maximum competence and mobility in the professions related to international affairs. Students without the special international interest but with an interest in law and government are advised to select Justice, Morality, and Constitutional Democracy, a curriculum focusing on fundamental questions of morality, government and law.

Undergraduate courses in law, i.e. MC 370-371 The Legal System I and II, are not required but they should help a prospective law student decide whether he is interested in and suited for the study of law. Also, these courses provide an introduction into the workings of the legal system and its function in the solution of conflicts and social problems in American society.

Secondary Teacher Certification. James Madison College students may receive certification as secondary teachers of social science by dually enrolling in the College of Education and James Madison College at the beginning of the junior year and following the program outlined below. Social science is presently the only teaching major available to James Madison students; the only minor available is one in history.

- (1) earn 60 credits in General Education. Courses in American Thought and Language, Natural Science, Humanities, Policy Problems and foreign language are included in this category.
- (2) earn 60 credits for a Social Science Teaching Major by following the requirements of one Madison College field of concentration. In the case of those fields which do not require 60 credits, students will have to take additional social science courses to bring the total credits in their core program to 60. None of these courses can be in history.
- (3) take 30 credits in history for a teaching minor. These should be distributed as follows: 12 credits in European history, 12 in American history and 6 in either European, American or any other area of history. For most students the following guidelines apply.

8 credits are to be taken from two consecutive courses selected from:

HST 103-104

HST 105-106

HST 121-122

Electives in U.S. History at 300-400 level (3-5 credits)

Electives in European History at 300-400 level (3-5 credits)

Electives in any 300-400 history courses (4-8 credits)

(4) take the following professional education courses for total of 30 credits in Education.

ED 200--Individual and the School

ED 327--Methods of Teaching

ED 436--Student Teaching

ED 450--School and Society

Social Work. A coordinate major in Social Work is available for students in three Madison College fields of concentration--Ethnic and Intergroup Relations Policy Problems, Socio-Economic Regulatory and Welfare Policy Problems, and Urban Community Problems. The combining of these academic programs should prove very useful for students interested in social work careers.

The following courses are required for coordinate majors in Social Work.

SW 433--Social Work as a Profession I

SW 434--Social Work as a Profession II

SW 435--Social Work as a Profession III

SW 439--Interviewing I

SW 440--Interviewing II

MC 390--Field Experience: to be taken in a social agency acceptable to both the School of Social Work and James Madison College

1 methods course in addition to MC 205 (or its substitute). This course should be drawn from: PLS 290, PLS 291, PSY 215, PSY 315, SSC 210, SSC 211, SOC 492, SOC 493, STT 201, SW 476, SW 490. (Others may be substituted upon individual request.)

To introduce students to the social work profession Madison College recommends, but does not require, that they either take SW 205 or read two or three of the following books on their own:

Encyclopedia of Social Work (New York: National Association of Social Workers)
Ferguson, Elizabeth, Social Work: An Introduction (New York: Lippincott, 1963)
Fink, Wilson, Conover, The Field of Social Work, 5th edition (New York: Holt, Rinehart and Winston, 1968)
Friedlander, Walter, Introduction to Social Welfare, 3rd edition (Englewood Cliffs: Prentice-Hall, 1968)

UNIVERSITY AND COLLEGE PROCEDURES AND POLICY

MAPS -- MINIMUM ACADEMIC PROGRESS SCALE

This University scale sets up criteria for measuring a student's academic progress through four years. Failure to meet one or more of the criteria is interpreted as unsatisfactory academic performance and the student is subject to appropriate academic action by his college.

The following information is necessary for use of MAPS.

Credits Earned. These include MSU credits earned on the numerical system, the CR-NC system, the Pass-No Grade (P-N) system and by examination plus all credits accepted in transfer from other institutions.

Credits Repeated. These include credits repeated in class both at MSU and at other institutions provided transfer credit is accepted by MSU and is evaluated as repeat of MSU work. Repeating a University College final does not count toward credits repeated.

To use MAPS

1. Find the line corresponding to the number of Credits Earned under the column on the left.
2. Move across the table to the column headed by number of Credits Repeated.
3. At the juncture of these two columns is the number of MSU points below a cumulative 2.00 average permitted for the number of credits earned and repeated.
Example. A student with 19-21 credits earned and 4-6 credits repeated may be no more than 9 points below the cumulative 2.00 average.
4. The column at the extreme right of the scale gives the maximum permissible number of Credits Attempted for a given number of Credits Earned appearing in the column at the extreme left of the scale.

MICHIGAN STATE UNIVERSITY
MINIMUM ACADEMIC PROGRESS SCALE
 Points Below 2.00 Permitted for the Indicated Number of Credits
 Earned and Credits Repeated

Credits Earned	Credits Repeated											Credits Which May Be Attempted
	0	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30	
1-3	6	3	1	0								12
4-6	8	7	6	4	4	2	2	0	0	0	0	18
7-9	10	9	8	6	6	4	4	2	2	0	0	27
10-12	10	9	8	6	6	4	4	2	7	0	0	36
13-15	10	9	8	6	6	4	4	3	2	2	0	45
16-18	11	10	9	9	7	7	4	4	3	2	2	48
19-21	11	10	9	9	7	7	4	4	3	2	2	51
22-24	11	10	9	9	7	7	4	4	3	2	2	54
25-27	11	10	9	9	7	7	4	4	3	2	2	57
28-30	12	11	10	10	7	7	5	5	3	2	2	60
31-33	12	11	10	10	7	7	5	5	3	2	2	63
34-36	12	11	10	10	7	7	5	5	3	2	2	66
37-39	13	12	10	10	8	8	5	5	3	2	2	69
40-42	13	12	10	10	8	8	5	5	3	2	2	72
43-45	13	12	10	10	8	8	5	5	2	2	2	75
46-48	14	13	11	11	8	8	5	5	2	2	2	79
49-51	14	13	11	11	8	8	5	5	2	2	2	82
52-54	14	13	11	11	8	8	5	4	2	2	2	85
55-57	13	12	10	10	7	7	4	4	2	2	2	89
58-60	13	12	10	10	7	7	4	4	2	2	2	92
61-63	13	12	10	10	7	7	4	4	2	1	1	95
64-66	13	12	10	10	7	7	4	4	2	1	1	99
67-69	12	11	9	9	6	6	3	3	2	1	1	102
70-72	12	11	9	9	6	6	3	3	2	1	1	104
73-75	12	11	9	9	6	6	3	3	2	1	1	109
76-78	11	10	8	8	5	5	3	3	2	1	1	113
79-81	11	10	8	8	5	5	3	3	2	1	0	116
82-84	11	10	8	8	5	5	3	2	2	0	0	120
85-87	10	9	7	7	4	4	2	2	1	0	0	123
88-90	10	9	7	7	4	4	2	2	1	0	0	126
91-93	10	9	7	7	4	4	2	2	1	0	0	130
94-96	10	9	7	7	4	4	2	2	1	0	0	133
97-99	10	9	7	7	4	4	2	2	1	0	0	136
100-102	10	9	7	7	4	4	2	2	1	0	0	140
103-105	10	9	7	7	4	4	2	2	1	0	0	143
106-108	10	9	7	7	4	4	2	2	1	0	0	147
109-111	10	9	7	7	4	4	2	2	1	0	0	150
112-114	10	9	7	7	4	4	2	2	1	0	0	154
115-117	9	8	6	6	4	4	2	1	0	0	0	157
118-120	9	8	6	6	4	3	2	0	0	0	0	161
121-123	9	7	5	5	3	2	2	0	0	0	0	164
124-126	8	7	3	4	2	2	1	0	0	0	0	167
127-129	7	6	4	3	2	1	0	0	0	0	0	171
130-132	6	5	4	3	2	0	0	0	0	0	0	174
133-135	5	4	3	2	1	0	0	0	0	0	0	177
136-138	4	3	2	1	0	0	0	0	0	0	0	181
139-141	3	2	1	0	0	0	0	0	0	0	0	184
142-144	2	1	0	0	0	0	0	0	0	0	0	188
145-147	1	0	0	0	0	0	0	0	0	0	0	191
148-150	0	0	0	0	0	0	0	0	0	0	0	195
151-180	0	0	0	0	0	0	0	0	0	0	0	*

* Add 45 to credits earned to a maximum of 225 credits, exclusive of credits in required courses in physical education.

Credit Load

A credit is 1/180 of the work required for a B.A. or B.S. degree. Each course offered is assigned a certain number of credits. This number is imperfectly related to course load because instructors vary in determining how much work to require per credit hour. Therefore, it is more helpful in planning a schedule to think of the number of course preparations. A good rule of thumb is to plan for four, four credit courses per term. This will produce more than enough credits for graduation in four years. Included in these four courses per term are courses which a student visits or takes on a no-credit basis and Improvement Service Courses (remedial study in Mathematics and English).

The following University regulations on credit load are applicable:

1. A student should carry 12 credits at least for full university privileges, including activity book and Olin Health Center care.
2. A student must carry no fewer than 7 credits to be eligible to live on campus.
3. No student can carry over 18 credits without special permission from his advisor or the Assistant Dean. He will be stopped at registration if he tries to go through without proper authorization.
 - a. Students whose grade point average the previous term is 2.5 or better or who are graduating seniors in their last term may register for 18-20 credits with the special approval of their advisor.
 - b. Only under unusual circumstances will a student be permitted to carry more than 20 credits. To do so he must have the approval of both his advisor and the Assistant Dean. If a student has undertaken an exceptionally heavy load, he should not expect to be allowed to drop a course in which he is doing poorly.
4. A student with less than satisfactory academic performance may be required to take a reduced credit load as a condition of continued registration in the College.

Registration and Enrollment

Early Enrollment. There is a time set aside each term for students to sign up early for courses being offered the following quarter. Prior to this time lists of courses are made available so that students have adequate time for consultation with their academic advisors. The time and place for early enrollment are announced in the Schedule of Courses and Academic Handbook distributed each term. In order to give students a more equitable chance to obtain the courses they want, early enrollment is scheduled according to alphabetical groupings which rotate over the academic year. When a student has participated in early enrollment he is eligible to complete registration early including payment of fees.

Permit to Register. Before a student can register, he must obtain a permit. Madison College students obtain their permits from the Office of the Assistant Dean.

Classification of Students. For purposes of registration and determining eligibility for certain privileges, MSU students are classified by year according to the number of credits they have accumulated.

<u>Class</u>	<u>Credits Earned</u>
Freshman	Less than 40
Sophomore	40-84
Junior	85-129
Senior	130 and more

It takes at least 183 credits (including 3 HPR credits) to graduate.

Change of Enrollment. TO ADD A COURSE. During the first week of classes a student may add a course with the approval of his academic advisor. Any add after this period must be approved by the student's academic advisor, by the instructor in the course, by the department offering the course, and by the Assistant Dean of the College.

TO DROP A COURSE. During the first half of the term a student may drop a course with the authorization of his academic advisor. He should obtain a signature of record from the department offering the course. No grade will be reported. After the middle of the term a student may drop a course only to correct errors in registration or because of events of catastrophic impact, such as serious personal illness. To do so he must obtain a late drop card and signature of approval from the Office of the Assistant Dean and then obtain an indication of grade to date (passing, no basis for grade or failing) from the instructor of the course. The student must then return the drop card to the Assistant Dean for signature and designation of the N or O.0 symbol. No grade (N) will be assigned if the instructor has indicated "passing" or "no basis for grade." If the instructor has indicated "failing," a grade of O.0 will be assigned.

Repeating a Course. Students who receive a grade of 1.0 or below and wish to raise their G.P.A. may repeat the course. In the case of University College basic courses (HUM 241, 242, 243; MC 111, 112, 113; NS 191, 192, 193) he may retake the final examination provided the grade from his instructor is at least a 1.00. This may not be done for MC 200, 201, 202. The grade and credits earned when a student repeats a course completely replace the previous grade in computing his G.P.A.; however, the original grade remains a part of the student's record. Repeating a course more than once on a credit basis requires the approval of the Assistant Dean of the College. A student may repeat no more than 30 credits.

Withdrawal from James Madison College and MSU. If it becomes necessary for a student to withdraw from the College during the term he should do so through the Office of the Assistant Dean.

Transfer from Madison College. If a student wishes to change his major from Madison College to another unit of the University, he must do so through the Office of the Assistant Dean.

Grades, Academic Standing and Academic Actions

Grading Systems. Michigan State University employs two systems of grading; a numerical system and a supplemental credit-no credit system.

Numerical System: The numerical system consists of the following scale. 4.5 - 4.0 - 3.5 - 3.0 - 2.5 - 2.0 - 1.5 - 1.0 - 0.5 - 0.0

Grading Procedure of the Numerical System.

1. 4.5 awarded only for exceptionally high performance.
2. Grades of 4.5 are included in computing grade point averages only up to a point where the term of cumulative grade point reaches 4.00.
3. Credit is awarded at the following minimum levels:
1.0 for undergraduates with less than 85 credits earned.
1.5 for undergraduates with 85 or more credits earned.
4. The minimum cumulative grade point average required for graduation is a 2.00.
5. Grades given in courses completed under enrollment on the numerical system cannot be converted to the credit-no credit system.

Credit- No Credit System: In the credit-no credit system the following symbols are used.

CR-Credit--means that credit is granted and represents a level of performance required for graduation, 2.00.

NC-No Credit--means that performance was below the grade point average required for graduation, below 2.00.

Grading Procedure of the CR-NC System.

1. Grades on the CR-NC system are not included in computing the term or cumulative grade point average.
2. Enrollment on a CR-NC basis is recorded with the academic advisor and with the Registrar. The instructor's class list does not indicate which students are enrolled on a CR-NC basis.

3. When the course is completed, all students are graded on the numerical system.
4. The Registrar then converts the numerical grades to the CR-NC basis in accord with the definitions of CR-NC, but retains the numerical grades in his records.
5. If the student changes his major, the Registrar reconverts to the numerical system those credits earned under the CR-NC system that are necessarily graded on the numerical system in the new major.

Enrollment in the CR-NC System.

1. No student may enroll in more than one course in a single term on the CR-NC system and may not enroll in more than a total of 30 credits in all terms.
2. Choice of the CR-NC system must be made during enrollment and may not be changed following registration except during the specified period for adding courses.
3. Any course taken more than once must be repeated on the same grading system under which the course was completed the first time.

Madison College Policy on CR-NC

General education requirements in the University are excluded from the credit-no credit system (i.e., they must be taken on the ten point numerical grade scale). In addition, the College is empowered to select the particular courses which it wishes to exclude from the credit, no-credit grading scheme. Accordingly the College Curriculum Committee has excluded the following course areas from availability under the credit-no credit letter grade scheme.

1. All required courses in each field of concentration for students enrolled in these fields. This includes both individual courses required for each field as well as those courses used to fulfill credit requirements in the related areas. (As required in JMCD, Ethnic and IR fields of concentration.)

3. For those meeting the foreign language requirement in effect prior to Fall 1970
 - a. The first year language course requirements and the 9 credits of course work dealing with related foreign areas in all fields of concentration.
 - b. The second year language course requirement in the International Relations field of concentration. (In the other 4 fields students may choose to attain second year language competency on a credit-no credit basis.)
- OR 4. For those meeting the requirements of the cognate option inaugurated in the Fall of 1970, all courses used to fulfill any one of the four options.

Incompletes. Incomplete grades can be given by the instructor when

1. the student has completed the class work but is unable to take the final examination because of illness or other satisfactory reason, or
2. when the student has satisfactorily completed at least eight weeks of the term but is unable to complete the classwork for the term because of illness or other satisfactory reason.

The work must be completed by the end of the student's next term in attendance or by agreement with his instructor within 12 months; failure to do so will result in a 0.0. Until the grade becomes 0.0 or the course requirements are completed, the incomplete has no effect on the grade point average.

Dean's Honors List. The Office of the Dean of Madison College issues quarterly an honors list of students who have earned at least a 3.5 grade-point average in the preceding quarter. This list becomes a part of the all-University Dean's Honors List issued each term and posted in the M.S.U. Union Building. Individual grade-point averages are not revealed except in the case of those students who have achieved a 4.00 average.

Probation. Students are placed on probation when they have fallen below the minimum academic standards of James Madison College. A student on probation has one more term in which to meet those requirements or show genuine improvement. A letter of academic probation is sent to the student to explain the situation so that he can take the necessary steps to improve his academic standing. A copy of this letter is also sent to the student's parents.

Students whose cumulative grade point average falls below 2.00 are not automatically placed on academic probation in Madison College. Rather their cases are considered individually by the Assistant Dean of the College in consultation with the student. Removal from academic probation is likewise not handled automatically but considered on the merits of each case by the Assistant Dean.

Probationary students are reviewed by the faculty as in need of special help. Such students are invited to avail themselves of the aid of the Assistant Dean, their faculty advisor and the Counseling Center.

Attendance Policy

All students are required to attend all meetings of their courses. This is usually a matter of personal responsibility rather than policing roll calls. However, each faculty member sets his own policy and his students are expected to adhere to that policy. It is obviously to the student's advantage and part of his responsibility to participate in the work of each class session.

Course Waiver, Advanced Credit, Advanced Placement

Course Waivers. Independent Study Examinations (course waiver exam), in American Thought and Language, Natural Science and Humanities are given during registration each term. Madison College students who wish to take any of these exams must obtain permission from the University College Student Affairs Office in Wonders Hall at least two weeks prior to the exam. (Introduction to Policy Problems -- MC 200, 201, 202 -- may not be waived.)

Advanced Credit. If a student receives a superior rating on one of the University College waiver exams, he may take the next regularly scheduled term-end examination, provided he has registered to do so in the appropriate department at least three weeks prior to the exam date. A grade of 3.0 or better on the exam gives him credit for the course.

In addition, if a student performs exceptionally well in the first and second terms of a required University College course, he may receive permission from the appropriate department to take the term-end exam without enrolling in the course. He may receive one of three designations after taking the examination: 1) 3.0 or above which entitles him to credit, grade and honor points for the course; 2) waive but no credit given--this fulfills the graduation requirement; or 3) "N" which indicates he has received no credit and has not successfully waived the course.

Advance credit by examination without formal enrollment is available in some departments of the University. If a student wishes to obtain such credit, he should follow the procedure outlined in the current Schedule of Courses and Academic Handbook. Students are advised not to undertake the advanced credit examinations unless they are prepared to do a great deal of independent study of the course materials.

Language Placement Examinations. Madison College students who wish to continue with the same foreign language they studied in high school should take the language placement exam. These tests are given during orientation and registration periods. Additional information on the exams can be obtained from the Counseling Center, Room 207, Student Services Building.

Students may take only one placement examination per language. Therefore, students are encouraged to take the exams when they are best prepared.

Honors College Enrollment

Madison College students are eligible for enrollment in the Honors College on the same basis as all other University students. Membership in the Honors College requires sophomore standing. Students are eligible to apply for admission if they have achieved, in the view of the Admissions Committee of the Honors College, a distinguished record in their first year of study. Normally, a 3.50 grade point average is expected, although consideration is given to the difficulty of course work completed as well as to grades earned. Students interested in enrolling in the Honors College must submit an application obtainable from the Honors College Office.

To remain a member in good standing an Honors College student must submit an Application for Continuing Membership upon completion of each academic year. Those who fail to apply for continuing membership automatically lose Honors College status.

Honors College status permits the student greater flexibility in designing his program of study with the help of his academic advisor and makes him eligible for honors seminars and honors sections of regularly offered courses. Although he may with the help of his advisor redefine certain degree requirements, the James Madison Honors College student is expected to accomplish the objectives of the Madison College curriculum.

Procedures for Graduation

Graduating seniors must complete a Diploma Intention card during registration of the term in which they will be graduating. Approximately two weeks prior to graduation they will be sent information on caps and gowns and the number of tickets available. Additional information concerning the bachelor's degree can be obtained by calling the Registrar's Office, 355-3300.

MADISON COLLEGE ORGANIZATION

DEAN

Herbert Garfinkel

ASSOCIATE DEAN

Robert F. Banks

ASSISTANT DEAN AND DIRECTOR OF STUDENT RELATIONS

Gary J. Frost

DIRECTOR, FIELD EXPERIENCE PROGRAM

Allan A. Spitz

CHAIRMAN, INTRODUCTION TO THE STUDY OF POLICY PROBLEMS COURSE

Chitra M. Smith

DIRECTOR, SOCIAL SCIENCE METHODS PROGRAM

Raymond Cochrane

COLLEGE ADVISORY COUNCIL

Elected Faculty Members:

Peter Lyman
Chitra M. Smith
Allan A. Spitz
Lewis K. Zerby

Elected Student Members:

COLLEGE CURRICULUM COMMITTEE

Robert F. Banks, Chairman
Albert Blum
Herbert Garfinkel
Chitra M. Smith
Allan A. Spitz
Lewis K. Zerby

Student Members

Bernie Cohen
Ann Holt
Dave Thompson

INTRODUCTORY COURSE SEQUENCE COMMITTEE

Chitra M. Smith, Chairman
Robert F. Banks
Raymond Cochrane
William Holland
Allan A. Spitz
Elliot Wicks
Richard Zirman

Student Members

Diane Dwyer
Mary Gendernalik
John McCarthy
Annette Reiser

ETHNIC AND RELIGIOUS INTERGROUP RELATIONS FIELD COMMITTEE

Herbert Garfinkel, Acting Chairman	Student Members
John A. Forman	Sheila Anderson
Gary J. Frost	Larry Hering
Douglas Hoekstra	Pam Neal
Nancy J. Marshall	
John E. Paynter	

INTERNATIONAL RELATIONS FIELD COMMITTEE

Allan A. Spitz, Chairman	Student Members
Wesley R. Fishel	Steve Atkinson
John Holt	John Massoglia
Michael Rubner	Paul Sarvis
Chitra M. Smith	

JUSTICE, MORALITY AND CONSTITUTIONAL DEMOCRACY FIELD COMMITTEE

Lewis K. Zerby, Chairman	Student Members
Carl Baar	Al Boldt
Herbert Garfinkel	Scott Fairmont
Peter Lyman	Diane Horn
Bruce Miller	
John E. Paynter	
Richard M. Zinman	

SOCIO-ECONOMIC FIELD COMMITTEE

Robert F. Banks, Chairman	Student Members
Albert A. Blum	Robert Bugge
Vaughn Lueck	Mary Karshner
Chitra M. Smith	Jackie Kerr
Elliot Wicks	

URBAN COMMUNITY FIELD COMMITTEE

Albert A. Blum, Acting Chairman	Student Members
Douglas Hoekstra	Pat Butler
Charles Levine	Diane DePuydt
Vaughn Lueck	Darry Dusbiber
Nancy J. Marshall	Sissy Freeman
Elliot Wicks	

OFFICE OF STUDENT RELATIONS

Assistant Dean and Director of Student Relations--Gary J. Frost
Associate Director of Student Relations--Charles Spence
Assistant Directors of Student Relations--1) Tapera Chiwocha
2) (to be named)
Graduate Resident Advisors--4 to be named.

Resident Assistants, North

Sheila Anderson
Mary Gendernalik
Terri Giannola
Katherine Haracz
Catherine Hendricks
Ann Holt

Jackie Kerr
Donna McFadden
Marcia Orr
Gloria Raiford
Sharol Smith

Resident Assistants, South

Dick Ball
Gregory Brown
John Bufe
Douglas Hughson
Mark Kohl

Paul Korda
Stuart Lindsay
Michael Pennock
Dan Satinsky
Terry Shumaker

WRITING COACHES

Sidney Chapman
William Marx
Mary Murray

ADMINISTRATIVE ASSISTANT TO THE DEAN

LeeAnn Matthews

ADMINISTRATIVE ASSISTANT TO THE ASSOCIATE DEAN

Dixie Platt

ADMINISTRATIVE ASSISTANT TO THE DIRECTOR OF THE FIELD EXPERIENCE PROGRAM

Linda Girotti

ADMINISTRATIVE PROFESSIONAL-SECRETARY TO THE DEAN

Joyce Thayer

MAIN OFFICE COORDINATOR

Virginia Pifer

SECRETARY TO THE ASSOCIATE DEAN

Mary Polack

SECRETARY TO THE ASSISTANT DEAN AND DIRECTOR OF STUDENT RELATIONS

Delores Reed

SECRETARY TO THE DIRECTOR OF THE FIELD EXPERIENCE PROGRAM

Ethel McDowall

SECRETARIAL-CLERICAL STAFF

Sue Bradley
Becki Gage
Susie Hutting
Midge Lewis
Carol Stanton

COLLEGE COMMITTEES

College Advisory Council. In accord with the University Bylaws, James Madison College has formed the College Advisory Council to serve as an open channel of communication between the faculty and the Dean. Its four elected members, plus the Associate Dean and Assistant Dean as ex officio members, meet regularly with the Dean. The Council advises and assists the Dean in carrying out his responsibilities by directly representing faculty opinion. One of the elected members serves concurrently as an elected college representative to the MSU Academic Council.

Curriculum Committee. The function of the Curriculum Committee is to approve new courses, make recommendations to the University concerning courses and to regulate course and distributive requirements. The committee is composed of the chairmen of the Fields of Concentration, chairman of the Introduction to Policy Problems course, the three deans, and three students.

Field of Concentration Committees. Each Madison College field of concentration has a standing committee of faculty and students drawn from those teaching and studying in the field. It is their responsibility to consider all proposals for changing the curriculum as it affects their field, e.g. new required or elective courses, changes in course content, or modifications of requirements of the field. It also conducts a yearly review of its curriculum and the content of the courses. The chairman of each of these five committees is appointed by the Dean of the College.

Introductory Course Sequence Committee. This committee is comprised of the Chairman of the Introductory Policy Problems Course, the chairmen (or representative designated by the chairman) of each field of concentration, the Director of the Social Science Methods Program and four students. It is this committee which establishes general policy for the introductory course, plans the overall curriculum and works with those teaching the course to implement the curriculum.

Co-Curricular Committee. The Co-Curricular Committee is responsible for planning, coordinating, and publicizing events that complement Madison class offerings. The Committee is composed of students who strive to present guest speakers, panel discussions, documentary films and the like which focus on matters of concern to students and faculty of the College. In some cases the initiative for such programs comes from faculty members who make available to all students special features of their courses. In other cases students provide the impetus by planning co-curricular events of particular interest to them.

MADISON NOTES

The official newsletter of the College is the Madison Notes, a weekly publication detailing events and announcements of interest to the Madison community. Students and faculty are responsible for announcements and points of information published in the Notes. Materials for publication are welcome from Madison College students and faculty and from other units in the University. In addition to announcements of pending events and pronouncements of official College policy, the Notes serve as a forum for dialogue between Madisonians. Points made in lectures, or other expressions of views, are fair game for criticism or rebuttal by faculty and students.

OFFICE OF STUDENT RELATIONS

This office is directly concerned with and involved in the personal, social, and academic development of students. By working with students on a one-to-one basis as well as in small groups, the trained personnel are able to facilitate the growth of Madison students. Since the staff are very familiar with Michigan State University, they also assist students in referrals to many agencies such as the Counseling-Testing centers, Health Center, Division of Volunteer Programs, as well as to other agencies in the East Lansing-Lansing area.

This division also aids the student in academic advising, enrollment, registration, withdrawals, and transfers.

Members of this division include the Director, who is the Assistant Dean of Madison College, the Associate Director, two Assistant Directors who also hold positions as Head Advisors in Case Hall, and four graduate resident advisors.

If you have any questions or concerns about your life in Madison College, please seek out these staff members for help. The main office for this division is 319 South Case Hall.

ACADEMIC ADVISORS

At the beginning of Fall Term the Office of the Assistant Dean assigns an academic advisor to each student. Advisors for freshmen are selected from the entire faculty; advisors for upperclassmen are selected from those teaching in the student's field of concentration. Student preferences for advisors are honored as long as there is an equal distribution of advisees among the faculty. Students wishing to change academic advisors should consult the Assistant Dean. If the change is to occur because of a switch in the student's field of concentration, he must first go to his academic advisor to get a Declaration of Field of Concentration Form. He then submits the signed Form to the Office of the Assistant Dean and is reassigned to an advisor teaching in his new field of concentration.

The faculty advisor's responsibility is to counsel the student on long-range and term-by-term academic and curricular plans and vocational preparation and to help translate these objectives into specific course selections for purposes of enrollment-registration. Toward this end the advisor maintains regular office hours for students; these hours are printed in the Madison Notes at the beginning of each term and subsequently posted on the advisor's office door.

It is the student's responsibility to consult with his advisor when planning his schedule each term, when adding or dropping courses, when seeking permission to carry 18 credits or more or in any other instance which involves his academic status. He should also consult his advisor when planning his field experience and his paper satisfying the Annual Writing Requirement. At least once a year the student should meet with his advisor to review his academic program.

CASE HALL

The home of James Madison College on the Michigan State University campus is Case Hall, first of the co-educational living-learning complexes at MSU and one of the first in the nation. Included in the facilities of the residence hall are classrooms, music rooms, a dining room, a grill, recreation rooms and lounges, faculty offices, the College offices, a small reference library and a social science methods laboratory. Combining these facilities within a single residential-academic complex encourages a more spontaneous interaction between students and faculty in corridors as well as offices, and in cafeteria and grill as well as in the library-lounge.

Library-lounge. Madison College has made available to the residents of Case Hall and the faculty and staff of the College a small reference library, located on the third floor of South Case. Books, journals, magazines and newspapers relevant to the interests of Madison College students and faculty are located there. Although it is intended that the materials be used in the library, it is possible to check some of them out for brief periods. Several stereo sets, headphones and a small supply of records are also in the library for the use of students and faculty.

Social Science Methods Laboratory. The Social Science Methods Laboratory, located in 369L North Case, is being developed as a training facility to provide students with equipment needed for quantitative research in the social sciences. Students may request access time to the equipment as well as file and work space when they are engaged in appropriate research projects. Methods Coaches are available under the direction of Dr. Cochrane.

Manager, Case Hall. Mr. Jack Strickland is the building manager of Case Hall. His office is located in the second floor lounge area of North Case. He is available to all Madison students on a wide range of issues pertaining to their life in Case Hall.

To reserve a room for meetings or co-curricular activities, Madison students and faculty should see Mrs. Dixie Platt, Administrative Assistant to the Associate Dean.

Commuter mailboxes are available for Madison College students living off campus. Requests for commuter mailboxes should be made to Mrs. Dixie Platt.

WILSON LIBRARY

Wilson Library is the branch of the Main Library serving the South complex. It is a convenient and quiet place to study as well as being a source of information. Special shelves have been set aside for supplementary and required reading for MC 200-201-202 and all other Madison College courses. Students will also find tapes of lectures and tape players available for their use.

Occupational Library. The Counseling Center provides a Career File in Wilson Library for the use of all South Campus residents. More than 75 folders include information on career opportunities for the college student. A cross-reference file helps the student to locate material related to his interests.

FACULTY BIOGRAPHIES

- Baar, Carl. (Ph.D., University of Chicago), Assistant Professor, James Madison College and Department of Political Science. Ph.D. Dissertation: When Judges Lobby: Congress and Court Administration. His major interests are in constitutional law and the legal process, American politics, and the theory and methods of social science. He served as a Congressional Fellow of the American Political Science Association in Washington 1965-66 and as a legislative intern in the California State Assembly from 1962-3. An article, "Max Weber and the Process of Social Understanding," was published in Sociology and Social Research (April, 1967) and a book Theory and Method of Political Science is forthcoming.
- Banks, Robert. (Ph.D., University of London), Associate Professor and Associate Dean, James Madison College. Research and teaching interests include labor market analysis, manpower programs and policies, labor organizations and industrial relations in Western Europe and the United States and labor problems in the developing countries. Author of "Long Term Agreements and Productivity Package Deals," Industrial Welfare (October, 1965); "Labour Education's New Role in Britain," Industrial Relations (February, 1966); "Wages, Councils, and Incomes Policy," The British Journal of Industrial Relations, (November, 1967); "The Pattern of Collective Bargaining" in B.C. Roberts (ed.) Industrial Relations: Contemporary Problems and Perspectives (London: Methuen, 1968); "The Reform of British Industrial Relations" Relations Industrielles (June, 1969). Lecturer, London School of Economics, 1963-67.
- Blum, Albert. (Ph.D., Columbia University), Professor, James Madison College and the School of Labor and Industrial Relations. Has previously taught at American University, Cornell University and New York University. Fulbright Research Professor at the Danish National Institute for Social Research. His publications include White Collar Worker (Random House, 1970), Teacher Unions and Associations: A Comparative Study (University of Illinois, 1969), Drafted or Deferred: Policies Past and Present (University of Michigan, 1967), and numerous monographs and articles.
- Chapman, Sidney. (Ph.D. candidate, Michigan State University), Writing Coach, James Madison College and Ph.D. candidate, Department of Philosophy. Analytic Philosophy, Philosophy of Religion, Ethics and logic are his areas of interest.

Cochrane, Raymond. (Ph.D., University of Wales), Assistant Professor, James Madison College. Dr. Cochrane is a psychologist and serves as director of the Social Science Methods program in the College. His research interests include personality and situational factors affecting value and attitude development and change. Co-author of Exercises in Social Science (London: Constable, 1968).

Donakowski, Conrad. (Ph.D., Columbia University), Assistant Professor James Madison College and the Department of Humanities. Ph.D. Dissertation: The Artist as Prophet: Western Myth, Ritual, and Music in an Age of Democratic Revolution. Historian of western thought and culture, especially in the last 200 years. Student of the communication of values through non-verbal media.

Fishel, Wesley R. (Ph.D., University of Chicago), Professor, James Madison College and the Department of Political Science. On leave 1969-71. Far Eastern Specialist. Has performed advisory work for the U.S. government in Japan, Korea and Vietnam. Director of the MSU Advisory Group in Vietnam, 1956-58. Author of The End of Extra-territoriality in China (California, 1952); Language Problems of the U.S. Army During the Korean Hostilities (ORO, 1958); Problems of Freedom: South Vietnam Since Independence (Free Press, 1962); Vietnam: Is Victory Possible? (Headline Series, 1964); Vietnam: Anatomy of a Conflict (F. E. Peacock Publishers, 1968) and numerous articles in professional journals.

Forman, John A. (Ph.D. candidate, University of Pennsylvania) is an Instructor in American Thought and Language and James Madison College whose academic specialty is United States intellectual and cultural history. He has published in the American Jewish Archives, Ohio History, and Papers of the Michigan Academy of Science, Arts and Letters. His avocational specialty is photography and his photographic work has been exhibited at the Rittenhouse Park May Festival, in Philadelphia, and at the Old Town Art Fair, in Chicago. He also collects antique clocks and watches, and a couple of his horological researches have appeared in the Bulletin of the National Association of Watch and Clock Collectors.

Frost, Gary J. (M.A., Kent State University, Ph.D. candidate, Michigan State University), Assistant Dean and Director of Student Relations, James Madison College. Served as Head Resident Advisor, South Case Hall, MSU, 1965-67. His research and teaching interests include the American college student, organizational theory, sociology of education, intergroup relations, small group theory and sensitivity training. His doctoral dissertation deals with the behavioral and social sciences as agents of innovation and experimentation in higher education.

Garfinkel, Herbert. (Ph.D., University of Chicago), Dean of James Madison College; Associate Dean of College of Social Science, Professor of Political Science, specializes in the study of political groups and movements, civil rights politics, modern political theory; author of When Negroes March (Glencoe: Free Press, 1959; Atheneum paperback, 1970); The Constitution and the Legislature (Lansing: Michigan Constitutional Convention Preparatory Commission, 1961); co-author of Fair Representation: A Citizen's Guide to Legislative Apportionment in Michigan (East Lansing: Bureau of Social and Political Research, 1960); co-author of The Democratic Republic: An Introduction to American National Government (Chicago: Rand McNally, 1966; 1970); Presidential Election Guide (Chicago: Rand McNally, 1968); "Social Science Evidence and the School Segregation Cases," Journal of Politics (February, 1959); "Racial-Religious Designations, Preferential Hiring and Fair Employment Practices Commissions," Labor Law Journal (June, 1969); and other articles. Research Fellow, Committee on Political Behavior, Social Science Research Council, 1960-61. Fellow, Center for Advanced Study in the Behavioral Sciences, 1958-59. NATO Professor, Institute of Social Studies, The Hague, Netherlands, 1965-66.

Hoekstra, Douglas J. (Ph.D. candidate, Michigan State University). Instructor, James Madison College. His teaching and research interests include American government and politics, particularly urban and ethnic politics, political parties and interest groups, and policy making. His dissertation is entitled "Black Leadership Goals in Lansing: A Test Case."

Holt, John B. (Ph.D., Heidelberg University, Germany), Professor of Sociology in James Madison College. Taught sociology at University of Maryland and the College of William and Mary and worked as a Regional Sociologist for the Department of Agriculture prior to entering the U.S. Department of State as a Foreign Service Officer. In the latter capacity he organized and directed the State Department Foreign Service Institute course of mid-career officers in major problems of development and coordination of programs abroad; served as political and economic officer in Berlin, Greece, Laos, and Switzerland. From 1966-68 he served as Director of the Refugee Program of the World Council of Churches. Publications include German Agricultural Policy 1918-34 (Chapel Hill, N.C.: University of North Carolina Press, 1936); Under the Swastika (Chapel Hill, N.C.: University of North Carolina Press, 1936); and articles in Rural Sociology, Social Forces, American Sociological Review, among others.

Hubbard, Claude P. (Ph.D. candidate, University of Chicago), Instructor in James Madison College and the Department of American Thought and Language. His dissertation is entitled "A Study of the Development and Formal Characteristics of American Autobiographies, 1607-1830."

- Korth, Philip A. (Ph.D., University of Minnesota). Assistant Professor, James Madison College and the Department of American Thought and Language. His major interests are in U.S. intellectual history, 1877-W. W. I. and in the history of the American working class. Current research interests focus on the 1934 truck drivers' strikes in Minneapolis, Minnesota. He has published articles in University College Quarterly, North Dakota History and the American Quarterly.
- Levine, Charles. (Ph.D. candidate, Indiana University). Instructor, James Madison College. On leave for 1970-71. Specializes in urban politics, public administration, organization theory and policy sciences. His dissertation is concerned with black mayors. He is author of "Poverty and Public Policy: An Administrative Approach," Collected Papers in Political Science (Bloomington, Indiana, Fall, 1967) and "The Black Businessman: A New Approach," Indiana Business Review (Spring, 1969). Presently doing research on organizational disintegration and political leadership.
- Lueck, Vaughn M. (Ph.D. candidate, University of Minnesota), Instructor, James Madison College and Department of Geography. Interested in spatial population processes at the regional and intra-urban levels, techniques of spatial data representation, and in the philosophy of the social sciences. Dissertation entitled "The Urban Hierarchy, Preference and Opportunity Functions and Interurban Migration: Preliminary Investigations."
- Lyman, George Peter. (Ph.D. candidate, Stanford University), Instructor, James Madison College. Ph.D. dissertation: "The Problem of Ideology." His teaching and research interests are in the history of political thought, modern political and social theory, the sociology of knowledge and political sociology.
- Marshall, Nancy J. (Ph.D., University of California, Berkeley), Assistant Professor, James Madison College and the College of Social Science Multidisciplinary Major. Interested in social and environmental psychology, particularly in the relationship between design and the behavioral sciences and in attitudes and attitude change. Her doctoral dissertation is entitled "Orientations toward privacy: environmental and personality components."
- Marx, William George. (A.M., University of Michigan), Writing Coach in James Madison College and Ph.D. candidate in the Department of English. Both his Bachelor's and Master's degrees were in English.
- Matthews, LeeAnn G. (M.A., Michigan State University). Assistant Instructor, James Madison College, Research and administrative assistant to the Dean.

Miller, Bruce. (Ph.D., Case Western Reserve University). Assistant Professor, James Madison College and the Department of Philosophy. Specializes in the philosophy of law. His doctoral dissertation was written on the justification of judicial decisions, the relationships between extra-legal principles of justice and morality, legal rules, and particular decisions.

Murray, Mary E. (M.A., Michigan State University), Writing Coach. Graduated from the University of Maryland where she received the Bachelor's degree in English and Journalism. More recently she completed a Master's in English at Michigan State University where she is now working on the advanced graduate diploma in comparative drama and theatre.

Paynter, John E. (Ph.D. candidate, University of Chicago), Instructor, James Madison College. He taught at LeMoyne College, Memphis, Tennessee from 1964-66. His areas of specialization include political theory, public administration and constitutional law. Mr. Paynter also holds an M.A. in Ethics and Society from the University of Chicago Divinity School. His dissertation is entitled, "Perpetuating a Republican Regime: A Comparative Study of the Thought of John Adams and Thomas Jefferson."

Platt, Dixie. (B.A., Louisiana State University), Assistant Instructor, James Madison College. Administrative Assistant to the Associate Dean. She has had several years experience as an academic advisor in University College.

Rubner, Michael. (Ph.D. candidate, University of California, Berkeley). Instructor, James Madison College. A specialist in international relations. His dissertation is entitled "The Israeli Technical Assistance Program in Central and Latin America: An Inquiry into the Politics of Bilateral Technical Cooperation."

Rudolph, Lewis C. (B.A., Michigan State University) is a Graduate Assistant in James Madison College, working with the chairmen of the Urban field and the Justice, Morality and Constitutional Democracy field. He is a graduate student in the Department of Philosophy.

Silverman, Bernard. (B.S., University of Illinois), Graduate Assistant in the Madison College Social Science Methods Lab and a graduate student in the Department of Psychology.

Smith, Chitra M. (M.A., Oxford University), Associate Professor, James Madison College. Early training in modern history, graduate training in multidisciplinary social science and Southeast Asian area studies. Specializes in modernization problems of under-developed areas, with a Southeast Asian area focus. Author of

Smith, Chitra M. (continued)

Foreign Leaders' Reactions to the United States: An Interview Study (Washington, D.C.; Bureau of Social Science Research, 1954). Co-author (with Bruce Lannes Smith) of International Communication and Political Opinion: A Guide to the Literature (Princeton University Press, 1956).

Spence, Charles. (Ph.D., Michigan State University). Associate Director of Student Relations at James Madison College. Previously he was a counselor at Wayne State University and Head Advisor in Bailey Hall and Case Hall at Michigan State University. His doctorate was earned in Higher Education.

Spitz, Allan A. (Ph.D., Michigan State University), Professor and Director of the Field Experience Program, James Madison College. Specialist in comparative government with a focus on China, Japan and developmental change. He has served as Acting Director of International Programs, Washington State University, and Dean, Rock County Campus, University of Wisconsin. He was a Fulbright Scholar to Tokyo University. Author of articles appearing in Asian Studies, Asian Survey, Review of Politics, Political Science Quarterly, Land Economics and other academic journals. He compiled and edited Developmental Change (Lexington: University Press of Kentucky, 1969).

Swanson, Robert. (M.A., Michigan State University), is a Graduate Assistant in James Madison College and a Ph.D. candidate in the Department of History. He assists the Dean of the College. Co-author of A Fiscal and Organizational Analysis of Public Libraries in Michigan (Lansing: Michigan Department of Education, 1970).

Wicks, Elliot K. (Ph.D. candidate, Syracuse University), Instructor, James Madison College. His major field of study has been economics; and the focus of his study has been on twentieth century American domestic problems and public policy. His dissertation is concerned with "The Economics of Military Conscription in the United States."

Zerby, Lewis K. (Ph.D., State University of Iowa), Professor, James Madison College and Department of Philosophy. Specializes in value theory, philosophy of law and politics. Recent publications include: "The Meaning of the Unity of Science," Centennial Review (Spring, 1957); "Creativity and the Individual," University College Quarterly (May, 1962); and "Values in the Solution of Credit Problems," (with Glen L. Johnson) in Capital and Credit Needs in a Changing Agriculture (Iowa City: Iowa State University Press, 1964). Served as Senior Advisor, Social Science and Head, Division of General Studies, Michigan State University Advisory Group, University of Nigeria, 1962-66.

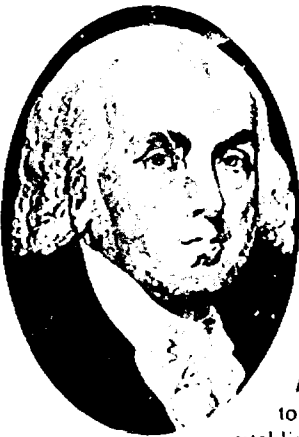
Zinman, M. Richard. (Ph.D. candidate, Claremont Graduate School), Instructor, James Madison College. Specializes in political philosophy. His dissertation is entitled "The Theoretical Foundations of Aristotle's Political Philosophy."

ADMISSION TO JAMES MADISON COLLEGE

Any student who can qualify for admission to Michigan State University and who is willing to work hard, whether an average or an honors student, can be admitted to James Madison College. Though not an honors college, all James Madison honors students qualify simultaneously for membership in the Michigan State University Honors College.

Interested individuals are most welcome to visit the College or to write for further information to the Dean, James Madison College, 369 South Case Hall, Michigan State University, East Lansing, Michigan 48823.

Applications for admission should be addressed to the Michigan State University Admissions Office, Student Services Building, East Lansing, Michigan 48823.



It is fitting to say a word about the name of our College. James Madison is popularly, and rightly, known as "Father of the American Constitution." As co-author of *The Federalist Papers*, he applied a sophisticated understanding of human behavior to an analysis of the means by which a democratic republic could be established and endure. As originator of the Virginia Declaration of Religious Freedom and introducer of the Bill of Rights into the First Congress, he helped lay the groundwork of American civil liberties. Madison devoted his final years of public service to higher education as Rector of the University of Virginia. James Madison College of Michigan State University is dedicated to carrying forward the Madisonian tradition of scholarship devoted to public service.

The diffusion of knowledge is the only guardian of true liberty.

— JAMES MADISON